

**Г. В. РОГОВА
Ф. М. РОЖКОВА**

АНГЛИЙСКИЙ ЯЗЫК ЗА ДВА ГОДА

Учебник английского языка
для учащихся 10—11 классов средней школы,
не изучавших иностранный язык
в восьмилетней школе

*Утверждено
Министерством народного образования РСФСР*

5-е ИЗДАНИЕ

МОСКВА «ПРОСВЕЩЕНИЕ» 1989

ББК 81.2Англ-922
Р59

Рогова Г. В., Рожкова Ф. М.
Р59 Английский язык за два года: Учеб. англ. яз. для учащихся 10—11 кл. сред. шк., не изучавших иностр. яз. в восьмилет. шк. — 5-е изд. — М.: Просвещение, 1989. —

383 с.: ил.

ISBN 5-09-001018-8

Четвертое издание вышло в 1985 году под заглавием Английский язык за два года. Учебник английского языка для учащихся 9—10 классов средней школы, не изучавших иностранный язык в восьмилетней школе.

4306021500—225
инф. письмо—89 № 128
103(03)—89

ББК 81.2Англ-922

ISBN 5-09-001018-8

© Издательство «Просвещение», 1975
© Издательство «Просвещение», 1985, с изменениями

К УЧАЩИМСЯ

В нашей стране осуществляется реформа общеобразовательной и профессиональной школы, которая предполагает решение ряда основных задач, и в частности «...усилить ответственность учащихся за качество учебы, соблюдение учебной и трудовой дисциплины, повысить их общественную активность на основе развития самоуправления в ученических коллективах»¹.

Учебник английского языка "English in Two Years" с книгой для чтения "Supplementary Reader" и комплектом грампластинок составляет учебный комплекс², который поможет вам овладеть английским языком за два года.

Весь учебный комплекс построен в соответствии с требованиями программы по английскому языку³. Пользуясь им, вы научитесь понимать английскую речь, говорить, читать и писать на данном языке.

Для того чтобы вы научились п о н и м а т ь английскую речь, в учебнике представлена серия упражнений, включающая слушание и понимание речи учителя. На грампластинках записаны отдельные предложения, диалоги, стихотворения, отрывки текстов и целые тексты из учебника. Запись следует прослушивать сначала при закрытых книгах, чтобы приучить себя к пониманию английской речи на слух, а затем, следя по книге, повторять текст за диктором, добиваясь произношения, близкого к образцу.

Чтобы научиться г о в о р и т ь на английском языке, необходимо разговаривать на нем, и поэтому в учебнике с самого первого урока даются упражнения для развития навыков речи. Сначала они представляют высказывание в виде одного предложения, затем соединение двух-трех и, наконец, нескольких предложений, выходящих в свободную речь. Развитию речи будут способствовать также описание рисунков и различные задания учителя. Например, после

¹ О реформе общеобразовательной и профессиональной школы. Сб. документов и материалов. М., 1984, с. 41.

² В учебный комплекс входит также «Книга для учителя», которая включает рекомендации учителю по организации работы с учебником и планирование учебного процесса.

Комплект грампластинок распределяется по школам только через магазины Главснабпроса РСФСР.

³ Программа «Иностранные языки для учащихся IX—X классов средних общеобразовательных школ, не изучавших иностранный язык в восьмилетней школе». М., 1984.

изучения темы «Город» вам может быть предложено рассказать о каком-либо областном или районном центре, о Москве, Лондоне и других городах. В этом случае либо каждый из вас, либо небольшая группа (3—4 чел.) получает задание подготовить сообщение. Дома вы подбираете материал и готовите высказывание по теме, что позволит создать ситуацию живого общения на уроке. На таком уроке всем будет интересно: и тому, кто рассказывает, и тем, кто слушает, так как сообщения обязательно будут включать что-то новое для класса.

В учебнике имеется много упражнений для развития умения вести беседу: это все упражнения с заданием «работа в парах», упражнения на получение информации путем постановки различных вопросов и, конечно, все диалоги, которые входят почти в каждый урок учебника и записаны на грампластинки. Работа с диалогами сводится к следующему: сначала вы слушаете запись, затем проговариваете диалог в паузы за диктором, читаете его вслух и про себя, делаете различные замены выделенных элементов в диалоге и, наконец, составляете свои собственные диалоги.

Ваше активное участие в устной речи обеспечит успех в учебном процессе.

Первые четыре урока учебника предназначены исключительно для развития устной речи, т. е. для усвоения ряда типовых английских предложений с помощью грамзаписи и под непосредственным руководством учителя. Основное внимание должно быть обращено на правильное произнесение английских звуков в словах и предложениях, используемых вами в высказываниях о себе и своих товарищах.

По мере вашего продвижения в овладении английским языком речевые упражнения все больше будут связаны с чтением текстов.

К чтению вы переходите начиная с пятого урока. Многие буквы латинского алфавита вам уже знакомы по другим предметам (математике, физике, химии и т. д.). Наибольшую трудность для вас будут представлять правила чтения, которые специфичны для английского языка. Поэтому с самого начала вам необходимо выполнять упражнения на правила чтения. Эти упражнения предназначены для самостоятельного чтения: вы читаете столбики слов про себя или проговариваете шепотом. Учитель проверяет вас путем индивидуального чтения столбиков слов по вертикали или горизонтали сплошным или выборочным произнесением вслух. Контрольные упражнения на правила чтения (запись слова под соответствующим знаком) следует выполнять дома с последующей проверкой учителем в классе или во внеурочное время.

В первом полугодии I класса все тексты вам нужно читать вслух: индивидуально или хором. Чтение хором особенно эффективно при повторении вполголоса за диктором. Перед чтением вслух рекомендуем вам сначала ознакомиться с текстом, читая его про себя.

Начиная со второго полугодия I класса и в II классе вслух, как правило, читаются те тексты, которые связаны с темой устной речи. Однако вы можете читать вслух не только тексты, рекомендованные

для чтения *вслух*, но и отдельные части текстов, предназначенных для чтения *про себя*. Тексты, записанные на грампластинку, должны быть максимально использованы вами, так как они являются образцами правильного выразительного чтения на английском языке, к чему вы должны стремиться. Если текст или часть его записаны на грампластинку, то сначала следует прослушать, а затем произнести за диктором, глядя в обоих случаях в книгу.

Выполнение упражнений с заданием «Прочитайте с учителем» будет также способствовать развитию умения читать вслух. Если вы будете обращать серьезное внимание на правильное озвучивание читаемого.

Большое внимание в учебнике уделено развитию умения читать про себя, целью которого является извлечение информации из текста. Обычно перед такими текстами даются задания, направляющие ваше чтение на поиск нужной информации, заключенной в тексте. Поэтому сначала вы должны прочитать текст целиком, чтобы сразу же иметь о нем полное представление, по крайней мере в общих чертах. Многократное обращение к тексту при выполнении заданий позволит действительно понять его без перевода на родной язык. Непосредственное (беспереводное) понимание обеспечивается также тем, что усвоение новой лексики и грамматического материала предшествует работе над текстом и достигается выполнением различных упражнений. Таким образом, работа по уроку учебника должна заканчиваться чтением текста и беседой о прочитанном.

Развитию умения читать про себя способствует также «Книга для чтения», с которой вы должны работать систематически, как и с учебником. Контролировать ваше чтение будет учитель в определенное время урока в установленный день.

В учебнике предусмотрено чтение со словарем начиная с 48 урока. Такое чтение поможет вам научиться самостоятельно преодолевать трудности, связанные с незнанием некоторых слов, путем обращения к англо-русскому словарю. Как работать со словарем, описано в приложении (см. с. 358).

Весь учебный комплекс построен на специально отобранной лексике. На протяжении всего курса уделяется большое внимание работе над усвоением новых слов, без знания которых практически нельзя овладеть иностранным языком. С новыми словами вас, как правило, знакомит учитель, и вы их усваиваете устно до того, как приступаете к выполнению упражнений по учебнику. Помните, что знать слово — это значит понять его в потоке речи, употреблять в собственном высказывании, уметь прочитать и написать его. Для лучшего запоминания новые слова в учебнике объединены по тематическому принципу. Например, тема «Еда» включает слова: хлеб, сахар, соль, мясо, пить, готовить пищу и т. п.

Для овладения английскими словами в учебнике имеется целая система упражнений, которая поможет вам усвоить форму слова (звуковую, графическую и грамматическую), его значение и употребление. Особое внимание в этой системе уделено развитию уме-

ния догадываться о значении интернациональных слов и слов, образованных с помощью суффиксов, словосложения и конверсии (когда известное вам слово употребляется в новой для вас функции). Среди упражнений, направленных на усвоение употребления слов, большое место занимает составление предложений по подстановочным таблицам. Однако нет необходимости использовать все возможности каждой таблицы, позволяющей построить огромное количество правильных английских предложений. Более того, чтобы работа не носила механический характер, вам следует при построении предложений использовать реальные ситуации общения путем включения в качестве элементов вновь создаваемых предложений имен ваших знакомых и близких людей, названий известных мест и т. д.

При самостоятельной работе над лексикой, следует обращать внимание на лексику, связанную с сельскохозяйственной тематикой, и по рекомендации учителя, читая подобные тексты, выписывать такую лексику в словарики, находя ее значение в англо-русском словаре.

Для того чтобы овладеть английским языком, помимо слов, нужно знать грамматику. В каждом уроке учебника, как правило, вводится новый грамматический материал, который представлен типовыми предложениями, выделенными рамкой в начале урока. Знакомиться с ним вы можете как под руководством учителя, так и самостоятельно.

В 10 классе в новом грамматическом материалом лучше знакомиться на уроке под руководством учителя: он научит вас правильно употреблять в предложениях новый грамматический материал и соотносить его с ситуациями, в которых тот употребляется. Пояснения в грамматическом справочнике (страницы указаны в рамке) вы прочитаете дома. Это позволит вам более осознанно усвоить грамматическую сторону английского языка и научит пользоваться грамматическим справочником.

В 11 классе работа с грамматическим справочником входит в домашнее задание как с целью предварительного ознакомления с новым материалом, так и усвоения изученных структур.

П и е ь м о в двухгодичном курсе является лишь средством изучения английского языка, способствующим овладению чтением и устной речью, а также усвоению новых слов и грамматических явлений изучаемого языка. Исходя из сказанного, в учебнике предусмотрено довольно много упражнений для письменного выполнения.

Работая по данному учебнику, вы должны помнить, что к нему имеется «Книга для чтения» и комплект грампластинок.

Структура каждого из компонентов учебного комплекса такова:

Учебник включает основную часть (уроки), приложение и оглавление. В основную часть входит 55 уроков, из которых уроки 1—33 предназначены для работы в 10 классе и составляют первую часть (Part One); уроки 34—55 предназначены для изучения в 11 классе и составляют вторую часть (Part Two). Кроме того, имеется четыре

обзорных уроков (Revision I, II, III, IV): по одному после каждого полугодия. Эти уроки имеют свою нумерацию и нового материала не содержат.

Приложение включает: 1. Основные правила произношения. 2. Грамматический справочник. 3. Таблицу неправильных глаголов. 4. Краткие указания по переводу с английского языка на русский. 5. Англо-русский словарь.

«Книга для чтения» является вторым компонентом учебного комплекса. В ней представлены тексты разного характера: художественные, научно-популярные и публицистические. Задания к данной книге (Supplementary Reader) имеются в каждом уроке учебника, начиная с восемнадцатого.

Комплект грампластинок является третьим компонентом учебного комплекса. На грампластинках записаны вводные уроки (1—4), отдельные тексты, все диалоги учебника и стихотворения как из учебника, так и из «Книги для чтения».

Этот комплект следует использовать также во время самостоятельной работы в лингафонном кабинете, что даст возможность дополнительно тренироваться в английском языке и еще прочнее усвоить изучаемый учебный материал.

Упражнения, отмеченные двумя звездочками **, предназначаются для самостоятельной работы в лингафонном кабинете.

Помните, что овладение английским языком связано с определенными усилиями и требует систематического упорного труда. Помимо обязательных занятий в классе вам следует ежедневно не менее 30 минут заниматься самостоятельно дома: выполнять устные и письменные упражнения, а также как можно больше читать вслух и про себя. Только при этих условиях вы сможете за два года практически овладеть английским языком настолько, чтобы понимать английскую речь, говорить, читать и писать на нем.

Авторы

ВВОДНЫЕ УРОКИ

Lesson One

I

The First Lesson

- ⊙ I. Прослушайте, как звучит по-английски *Меня зовут*

My name is

- II. Произнесите за учителем следующие английские звуки и их сочетания: [m], [aɪ], [maɪ], [n], [eɪ], [neɪm], [ɪ], [z], [ɪz], [æ], [p].

- ⊙ III. а) Произнесите за диктором.

My name is Pete. My name is Ann.

- б) Ответьте на вопрос учителя, как вас зовут (см. упражнение I).

- ⊙ IV. Прослушайте, как звучит по-английски *Я живу на улице Ленина.*

I live in Lenin Street.

- V. Произнесите за учителем следующие английские звуки и их сочетания: [ɪ], [v], [ɪv], [s], [t], [r], [i:], [stri:t], [g], [ɔ:], [k], [ˈɡɔ:kɪ].

- ⊙ VI. а) Произнесите за диктором.

I live in Lenin Street. I live in Gorky Street.

- б) Ответьте на вопрос учителя, где вы живете (см. упражнение IV).

- ⊙ VII. Произнесите за диктором.

My name is Pete. I live in Lenin Street.
My name is Ann. I live in Gorky Street.

Lesson Two

2

The Second Lesson

- ⊙ I. а) Произнесите за диктором.

My name is Pete. I live in Lenin Street.
My name is Ann. I live in Gorky Street.

б) Назовите свое имя и улицу, на которой вы живете.

- ⊙ II. Прослушайте, как звучит по-английски *Его (ее) зовут*

His name is Pete.
Her name is Ann.

- III. Произнесите за учителем следующие английские звуки и их сочетания:
[h], [ə:], [hə:], [hɪz], [ʃ], [ʃi:], [pi:t], [æn].

- ⊙ IV. Произнесите за диктором.

His name is Pete. Her name is Ann.

- ⊙ V. Прослушайте, как звучит по-английски *Он (она) живет на улице Ленина (Горького).*

He lives in Lenin Street.
She lives in Gorky Street.

- ⊙ VI. а) Произнесите за диктором.

His name is Pete. He lives in Lenin Street.

б) Назовите имя своего товарища (мальчика) и улицу, на которой он живет.

- ⊙ VII. а) Произнесите за диктором.

Her name is Ann. She lives in Gorky Street.

б) Назовите имя своего товарища (девочки) и улицу, на которой она живет.

Lesson Three

3

The Third Lesson

- ⊙ I. а) Произнесите за диктором.

His name is Pete. He lives in Lenin Street.
Her name is Ann. She lives in Gorky Street.

б) Ответьте на вопрос учителя, как зовут вашего друга (подругу) и где он (она) живет.

- ⊙ II. Прослушайте, как звучит по-английски *Я хожу в школу. Он (она) ходит в школу.*

I go to school.
He goes to school.
She goes to school.

- III. Произнесите за учителем следующие английские звуки и их сочетания: [ou], [gou], [u:], [sku:l], [i:], [hi:], [ʃi:], [tu:].

- ⊙ IV. а) Произнесите за диктором.

I go to school. He goes to school. She goes to school.
My name is Pete. I live in Lenin Street. I go to school.
My name is Ann. I live in Gorky Street. I go to school, too.

б) Скажите о себе: как вас зовут, где вы живете и что делаете.

- ⊙ V. а) Произнесите за диктором.

His name is Pete. He lives in Lenin Street. He goes to school.

б) Скажите о своем товарище (мальчике): как его зовут, где он живет и что делает.

- ⊙ VI. а) Произнесите за диктором.

Her name is Ann. She lives in Gorky Street. She goes to school, too.

б) Скажите о своем товарище (девочке): как ее зовут, где она живет и что делает.

Lesson Four

4

The Fourth Lesson

- ⊙ I. Прослушайте, как звучит по-английски *Мне пятнадцать (лет). Ему шестнадцать. Ей семнадцать.*

I am fifteen.
He is sixteen.
She is seventeen.

- II. Произнесите за учителем следующие английские звуки и их сочетания: [f], [ˈfifˈti:n], [ks], [ˈsiksˈti:n], [ˈsevnˈti:n].

- ⊙ III. а) Произнесите за диктором.

My name is Pete. I live in Lenin Street. I am fifteen.
I go to school.

My name is Ann. I live in Gorky Street. I am sixteen.
I go to school, too.

б) Скажите о себе: как вас зовут, где вы живете, сколько вам лет, что вы делаете.

- ⊙ IV. а) Произнесите за диктором.

His name is Pete. He lives in Lenin Street. He is fifteen.
He goes to school.

б) Скажите о своем товарище (мальчике): как его зовут, где он живет, сколько ему лет, что он делает.

- ⊙ V. а) Произнесите за диктором.

Her name is Ann. She lives in Gorky Street. She is sixteen.
She goes to school.

б) Скажите о своем товарище (девочке): как ее зовут, где она живет, сколько ей лет, что она делает.

- ⊙ VI. Прослушайте, как называются буквы английского алфавита, следя по книге (с. 12).

VII. Прочитайте вслух английский алфавит (The English Alphabet).

- ⊙ VIII. Прослушайте и прочитайте 'The ABC Rhyme'.

THE ABC RHYME

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S, T, U, V, W,
X, Y, Z. Oh well, you see,
Now I know the ABC!

IX. Выучите 'The ABC Rhyme'.

Новые слова

am (be) глагол-связка от «быть»
для 1-го лица единственного
числа (I am . . .)

fifteen пятнадцать

first первый

four четыре

fourth четвертый

go ходить, ехать, двигаться
(используется для обозначения
движения от говорящего
независимо от средств передвижения)

he он

her ее

his его

I я (всегда пишется с большой
буквы)

in в (предлог)

is (be) глагол-связка от «быть»
для 3-го лица единственного
числа (He (she) is . . .)

lesson урок

live жить

my мой, моя, мое

name имя

one один

school школа

second второй

seventeen семнадцать

she она

sixteen шестнадцать

street улица

in Lenin Street на улице
Ленина

third третий

three три

to зд. в (предлог, указывающий
направление)

too также

two два

THE ENGLISH ALPHABET

Aa	Aa	[ei]	Nn	Nn	[en]
Bb	Bb	[bi:]	Oo	Oo	[ou]
Cc	Cc	[si:]	Pp	Pp	[pi:]
Dd	Dd	[di:]	Qq	Qq	[kju:]
Ee	Ee	[i:]	Rr	Rr	[a:].
Ff	Ff	[ef]	Ss	Ss	[es]
Gg	Gg	[dʒi:]	Tt	Tt	[ti:]
Hh	Hh	[eɪtʃ]	Uu	Uu	[ju:]
Ii	Ii	[aɪ]	Vv	Vv	[vi:]
Jj	Jj	[dʒeɪ]	Ww	Ww	[ˈdʌblju:]
Kk	Kk	[keɪ]	Xx	Xx	[eks]
Ll	Ll	[el]	Yy	Yy	[waɪ]
Mm	Mm	[em]	Zz	Zz	[zed]

ОСНОВНОЙ КУРС

Lesson Five

5

The Fifth Lesson

His name is Pete.
Is his name Pete?
Yes, it is. No, it is not (it isn't).
His name is not Pete.

(с. 346)

I. Прочитайте за учителем.

[ɪ] in, is, his, live, live in, sister, Nina.

[i:] Pete, street, fifteen, am fifteen, sixteen, is sixteen.

[aɪ] I, my, Mike.

[eɪ] name, my name, his name, Kate.

[u:] school.

[oʊ] go, go to school, goes, goes to school.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний (см. с. 323).

[ɪ]	[i:]	[eɪ]
in	Pete	name
is	street	Kate
his		
Nina		
sister		

III. Спишите.

I i, is, in, his; His name.

F f, fifteen; I am fifteen.

R r, street; Lenin Street.

G g, go; I go.

S s, school; He goes to school.

X x, sixteen; She is sixteen.

- IV. 1. Прослушайте текст в грамзаписи, не глядя в книгу.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.

My name is Pete. I am fifteen. I live in Vasilyevo. I go to school.
His name is Mike. He is sixteen. He lives in Pavlovo. He goes to school.

Her name is Kate. She is fifteen. She lives in Tomilino. She goes to school.

My name is Pete. I am fifteen.
I live in Vasilyevo. I go to school.
His name is Mike. He is sixteen.
He lives in Pavlovo. He goes to school.
Her name is Kate. She is fifteen.
She lives in Tomilino. She goes to school.

V. Прочитайте за учителем. Обратите внимание на структуру предложений и интонацию, с которой они произносятся.

Is his name Pete? Yes, it is. His name is Pete.
Is her name Nina? No, it is not. Her name is Kate.
Is her name Kate? Yes, it is. Her name is Kate.
Is his name Mike? No, it isn't. His name is Pete.

VI. Прочитайте текст упражнения IV самостоятельно и спишите его в тетрадь.

VII. Опровергните высказывание.

Н а п р и м е р: Mike is fifteen.— *Mike is not fifteen. He is sixteen.*

1. Her name is Nina. 2. His name is Pete. 3. Her name is Kate. 4. His name is Mike. 5. He is fifteen. 6. She is seventeen. 7. Pete is sixteen.

VIII. Усомнитесь в правильности данных утверждений.

Н а п р и м е р: His name is Pete.— *Is his name Pete?*

1. Kate is fifteen. 2. His name is Mike. 3. Her name is Nina. 4. Pete is sixteen. 5. Nina is seventeen. 6. Her name is Kate.

⊙ IX. Прослушайте и произнесите за диктором.

a) [ð] mother, another, brother, father, with

б) A RHYME

Father, mother, sister, brother
Hand in hand with one another.

X. Спишите 'A Rhyme' и выучите наизусть.

A Rhyme

Father, mother, sister, brother
Hand in hand with one another.

Н о в ы е с л о в а

another другой

with one another друг с другом

brother брат

father отец

fifth пятый

five пять

hand рука

hand in hand рука об руку

mother мать

sister сестра

This is Pete. Is this Pete? Yes, it is.
That is Boris. Is that Pete? No, it isn't. That is Boris.
Is this Boris or Pete? It is Pete.
Are you fifteen? Yes, I am.

(c. 346)

I. Прочитайте за учителем.

a) [ð] brother, mother, another, father, with, this, that, this is, that is; This is Pete. That is Mike; is this, is that; Is this Pete? Is that Mike? Is this Pete or Mike? This is Pete.

[æ] Ann, that, that is; That is Ann. Is that Pete? No, it isn't. That is Mike.

[ɔ] not, Oleg, Boris; This is Oleg. That is Boris. Is this Oleg? Yes, it is. Is that Mike? No, it isn't. That is Boris.

b) Is Pete her brother? No, he isn't. He is not her brother. Is Pete fifteen? Yes, he is. He is fifteen. Is Kate fifteen, too? No, she isn't. She is sixteen. Is Ann his sister? No, she isn't. Ann is not his sister. Are you fifteen? Yes, I am. I am fifteen. Are you Oleg? Yes, I am. I am Oleg. Are you Mike? No, I am not. I am Oleg.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ð]
this
that
with

[ɔ]
Boris
Oleg
not

[æ]
Ann
that

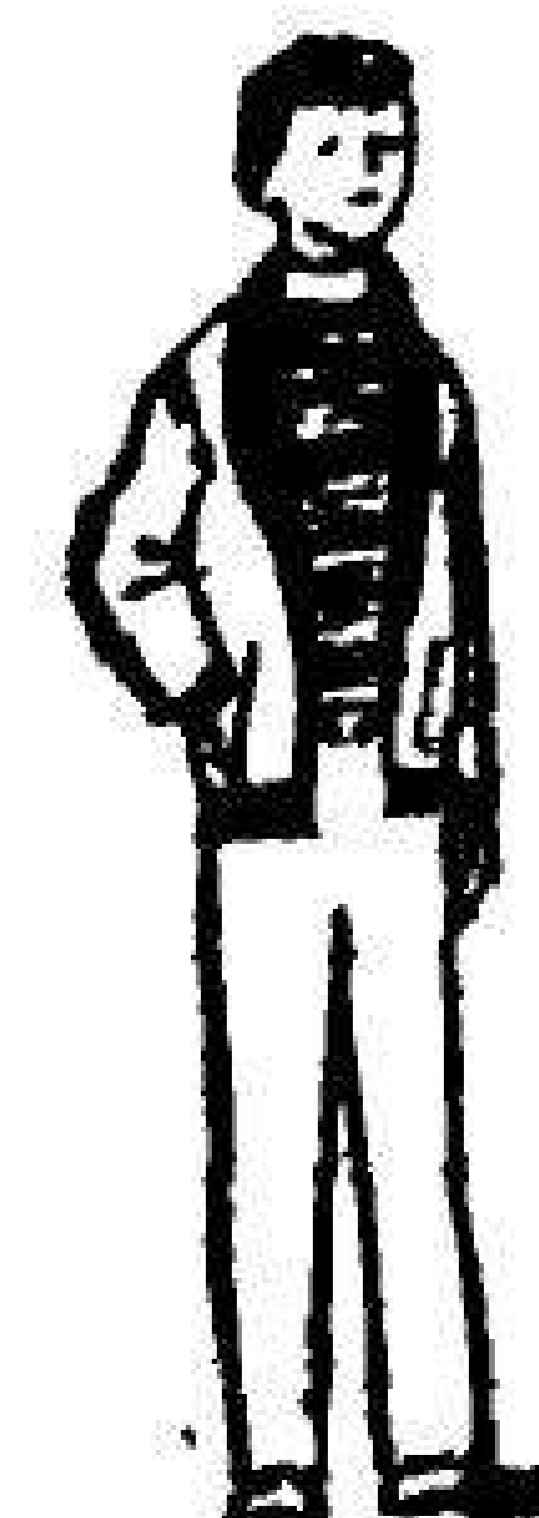
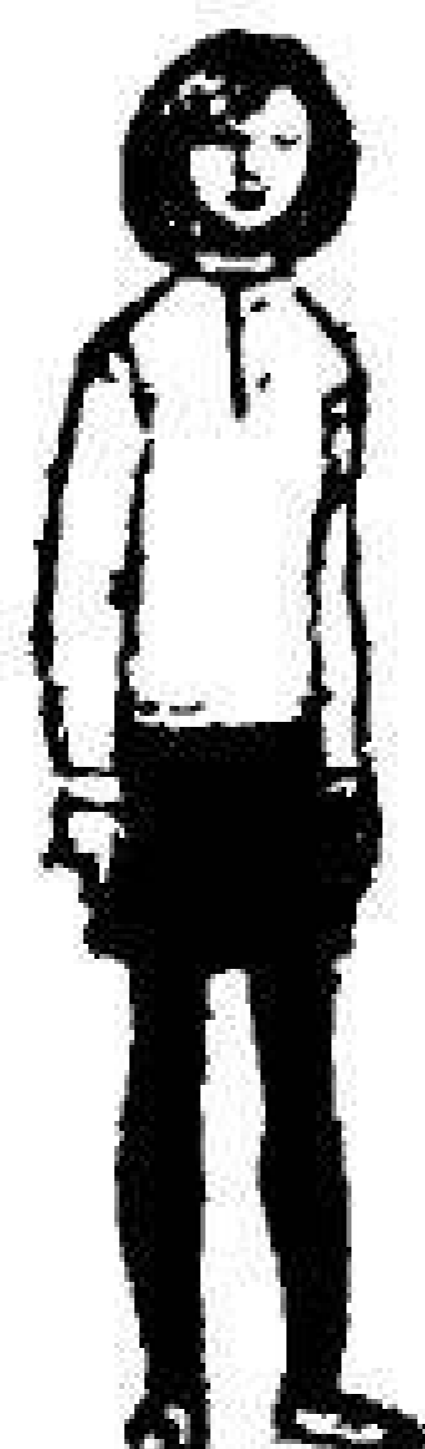
[ɪ]
this
sister
six

III. Прослушайте 'A Rhyme' и прочитайте наизусть.

IV. Проверьте правильность чтения. Напишите данные слова под следующими транскрипционными знаками: [eɪ], [aɪ], [ɪ], [i:].

He, sister, five, name, his, she, Kate, street, Mike, is, Pete, in.

V. 1. Прослушайте текст в грамзаписи, не глядя в книгу.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.



This is Pete. That is Nina. Nina is his sister. Pete is her brother. This is Ann. That is Mike. Mike is her brother. Ann is his sister. Is this Pete? Yes, it is. Is that Mike? No, it isn't. Is this Mike or Pete? This is Mike. Is this Ann? Yes, it is. Is that Nina? No, it isn't. Is that Ann or Nina? That is Ann.

VI. Усомнитесь в правильности данных утверждений.

Н а п р и м е р: This is his sister.— *Is this his sister?*

1. This is Pete. 2. That is Nina. 3. This is Ann. 4. That is Mike. 5. Her name is Kate. 6. She is his sister. 7. His name is Pete. 8. He is her brother. 9. This is his father. 10. That is her mother.

VII. Закончите следующие предложения, обращая внимание на интонацию.

Н а п р и м е р: Is this Mike or . . .?— *Is this Mike or Pete?*

1. Is this Nina or . . .? 2. Is that Oleg or . . .? 3. Is her name Ann or . . .? 4. Is his name Mike or . . .? 5. Is it Boris or . . .? 6. Are you Pete or . . .? 7. Is he fifteen or . . .? 8. Are you sixteen or . . .?

VIII. Скажите по-английски все, что можете, о своем товарище по парте.

IX. Представьте классу кого-либо из своих товарищей (подруг), полагая, что они его (ее) не знают.

X. Опровергните высказывание.

Н а п р и м е р: Pete is his brother.— *Pete is not his brother.*

1. Her name is Kate. 2. He is my brother. 3. She is her mother. 4. He is his father. 5. Boris is her brother. 6. His name is Mike. 7. She is my sister. 8. This is Pete. 9. That is Nina. 10. That is his mother. 11. That is her father.

XI. Выполните упражнения VI и VII письменно.

XII. Закончите следующие предложения.

1. Ann is not fifteen, she is. . . . 2. His name is not Pete, his name is. . . . 3. She is not my sister, she is. . . . 4. Mike is not her brother, he is. . . . 5. Kate is not sixteen, she is. . . . 6. His sister is not Ann, his sister is. . . . 7. She is not his mother, she is. . . . 8. He is not her father, he is. . . . 9. This is not my mother, this is. . . . 10. That is not my father, that is. . . .

XIII. Предложите товарищам ответить на вопросы по образцу.

Н а п р и м е р: *Are you seventeen? — No, I am not.*

Are you fifteen? — Yes, I am.

Is Pete (Ann) sixteen?— Yes, he (she) is. No, he (she) is not.

XIV. Скажите следующие предложения, используя другую структуру.

Н а п р и м е р: His name is Pete.— *This is Pete. That is Pete.*

1. Her name is Nina. 2. His name is Mike. 3. Her name is Kate. 4. His name is Oleg. 5. Her name is Zina.

XV. Представьте классу своего брата (сестру) или друга (подругу), полагая, что они его (ее) не знают.

Новые слова

are (be) глагол-связка от «быть»
для 1-го лица множественного
числа

or или

six шесть

sixth шестой

that тот, та, то (указывает на
лицо или понятие, отдален-
ное от говорящего по месту
или времени) (pl those)

this этот, эта, это (указывает
на лицо или понятие, близ-
кое говорящему по месту или
времени) (pl these)

Lesson Seven

7

The Seventh Lesson

I have a sister.
He has a sister.
His sister's name is Ann.
Whose name is Ann?

(с. 347)

I. Прочитайте за учителем.

[h] he, his, his brother, his sister; her, her mother, her father;
have, I have; I have a brother; has, he has; She has a fa-
ther; whose, whose name, whose name is; Whose name is
Ann? Whose brother is Pete? He is Ann's brother.

[ju:] student; He is a student; pupil; I am a pupil.

[ɑ] father, my father; My father's name is Sergei Petrov; farm,
collective farm, state farm, on a state farm; He is a col-
lective farmer.

[aɪ] I, my, driver; He is a driver. The driver's name is Mike.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ə]
mother
brother
another

[h]
have
he
his

[eɪ]
name
Kate
state farm

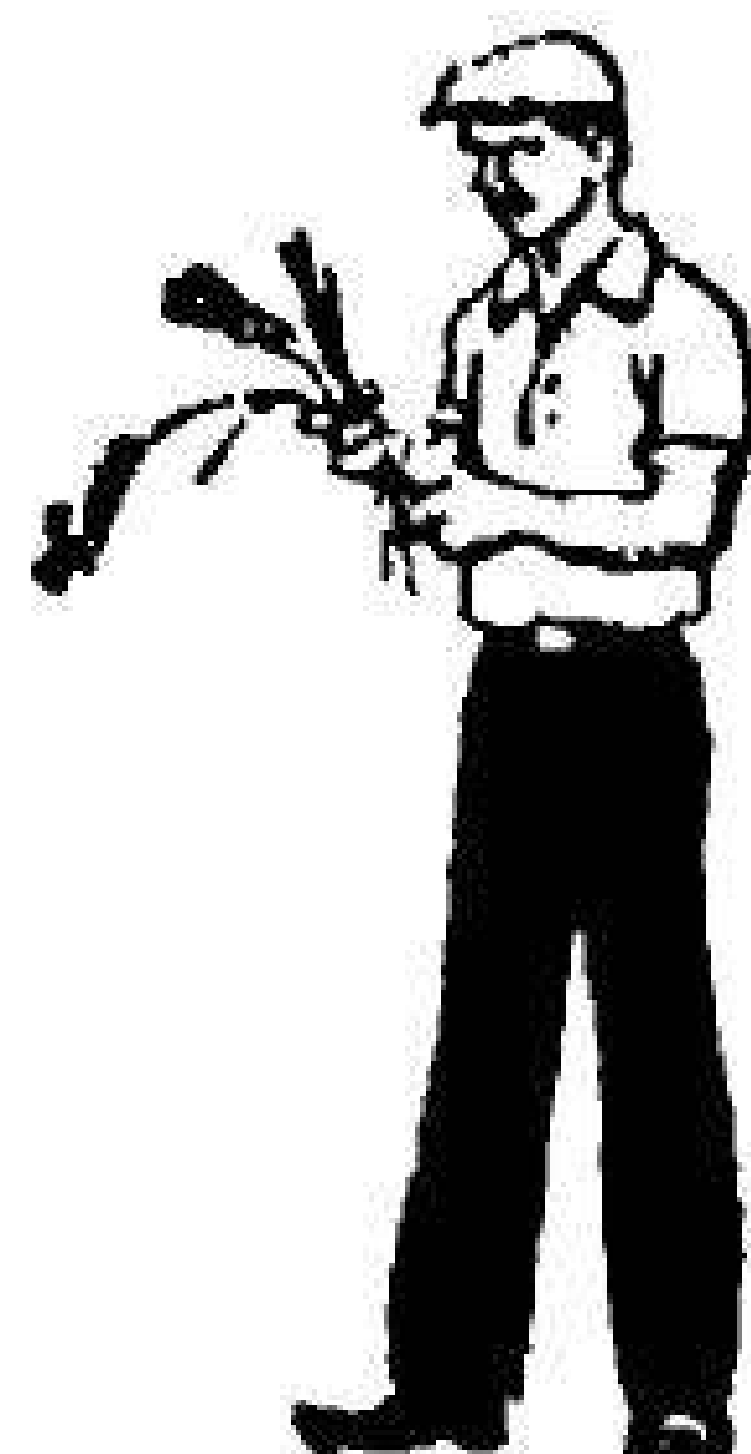
[aɪ]
Mike
five
driver

[ju:]
pupil
student

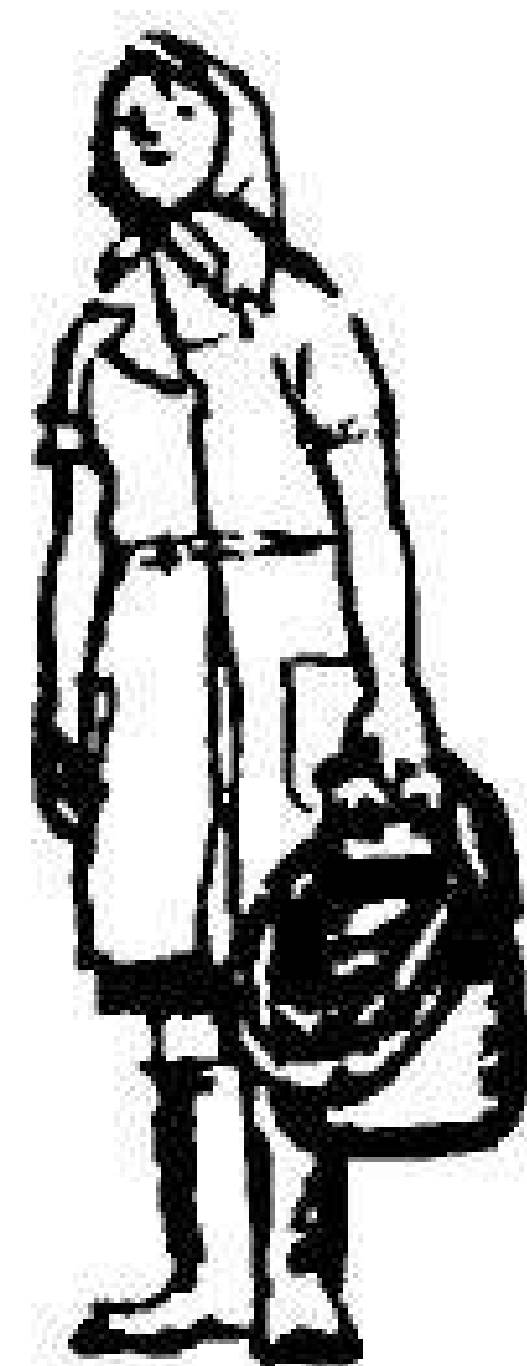
- ⊙ III. 1. Прослушайте текст в грамзаписи, не глядя в книгу.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.



My name is Oleg. I am fifteen. I live in Danilovo. I am a pupil. I go to school.



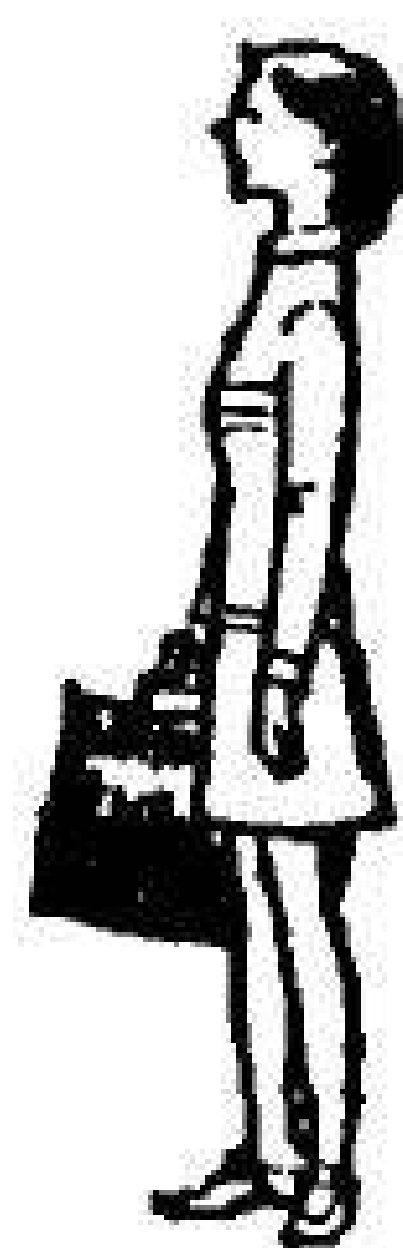
I have a father. My father's name is Sergei Petrov. He is a collective farmer.



I have a mother. My mother's name is Anna Petrova. She is a collective farmer, too.



I have a brother. My brother's name is Pete. He lives on a state farm. He is a driver.



I have a sister. My sister's name is Nina. She is seventeen. She is a student.

IV. Прочитайте вопросы и ответьте на них.

Н а п р и м е р: Whose father is Sergei Petrov?— *Sergei Petrov is Oleg's father.*

1. Whose mother is Anna Petrova? 2. Whose sister is Nina Petrova? 3. Whose brother is Pete Petrov?

V. Расскажите о себе, используя текст упражнения III в качестве образца.

VI. Прочитайте текст упражнения III от имени 3-го лица единственного числа.

- VII. Расскажите о своем товарище, (подруге), используя текст упражнения III в качестве образца.
- VIII. Напишите текст упражнения III от имени 3-го лица единственного числа. Помните, что с *he (she)* глаголы употребляются в форме *is, has, lives, goes*.
- IX. а) Составьте сочетания из следующих слов сначала устно, а затем напишите их

Н а п р и м е р: *Oleg, father;— Oleg's father.*

1. Kate, sister; 2. Ann, mother; 3. Pete, father; 4. Mike, brother; 5. Oleg, mother; 6. Sergei, sister.

б) Придумайте предложения, используя полученные словосочетания.

Н а п р и м е р: *Oleg's father;— Oleg's father lives on a collective farm. Oleg's father is a collective farmer.*

X. Назовите, а затем напишите словами числительные от 1 до 7.

Н о в ы е с л о в а

driver водитель, шофер

farm ферма

collective farm колхоз (коллективное хозяйство)

state farm совхоз (государственное хозяйство)

farmer фермер

collective farmer колхозник

have (has) иметь

on на (*предлог*)

pupil ученик

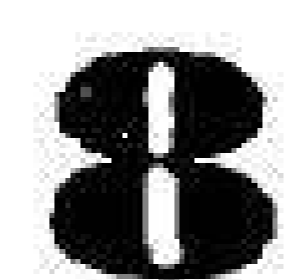
seven семь

seventh седьмой

student студент

whose чей, чья, чье, чьи

Lesson Eight



The Eighth Lesson

What is he?
What are you?

I. Прочитайте за учителем.

[w] *what*; What is he? What is she?

[ei] *name, Kate, state, state farm; they, Sergei.*

[ai] *I, my, driver; Oleg's brother is a driver.*

[ou] *go, goes, no, postman, post-office.*

[ɔ] *on, shop, a shop, doctor, a doctor, office, an office, agronomist, an agronomist; He is an agronomist.*

[ə:] *work, worker, nurse; She is a nurse; third, the third lesson.*

[i:] *street, teach, teacher; He is a teacher.*

[æ] *has, have, mechanic; Dima is a mechanic.*

[u:] *who; Who is he? He is Sasha. Who is she? She is Petrova. Who is Zina? She is Vadim's sister.*

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ʃ]	[w]	[ɔ]	[ou]	[i:]
she	with	on	go	Pete
shop	what	doctor	goes	street
		office	no	teacher
		shop		

III. Составьте предложения, употребив глагол-связку в нужной форме.

He	is are	a pupil.
You		a student.
Sergei Petrov		a mechanic.
My sisters		a driver.
Mike		teachers.
Ann		a doctor.
Oleg's brother		a nurse.
Nina's mother		a vet (veterinary).
They		an agronomist.
		a collective farmer.
	a postman.	
	a clerk.	

IV. Поставьте перед существительными нужную форму неопределенного артикля: *a* или *an*.

Н а п р и м е р: *a* post-office, но *an* office

State farm, school, mechanic, agronomist, clerk, collective farm.

V. Спишите предложения, употребив глагол в нужной форме.

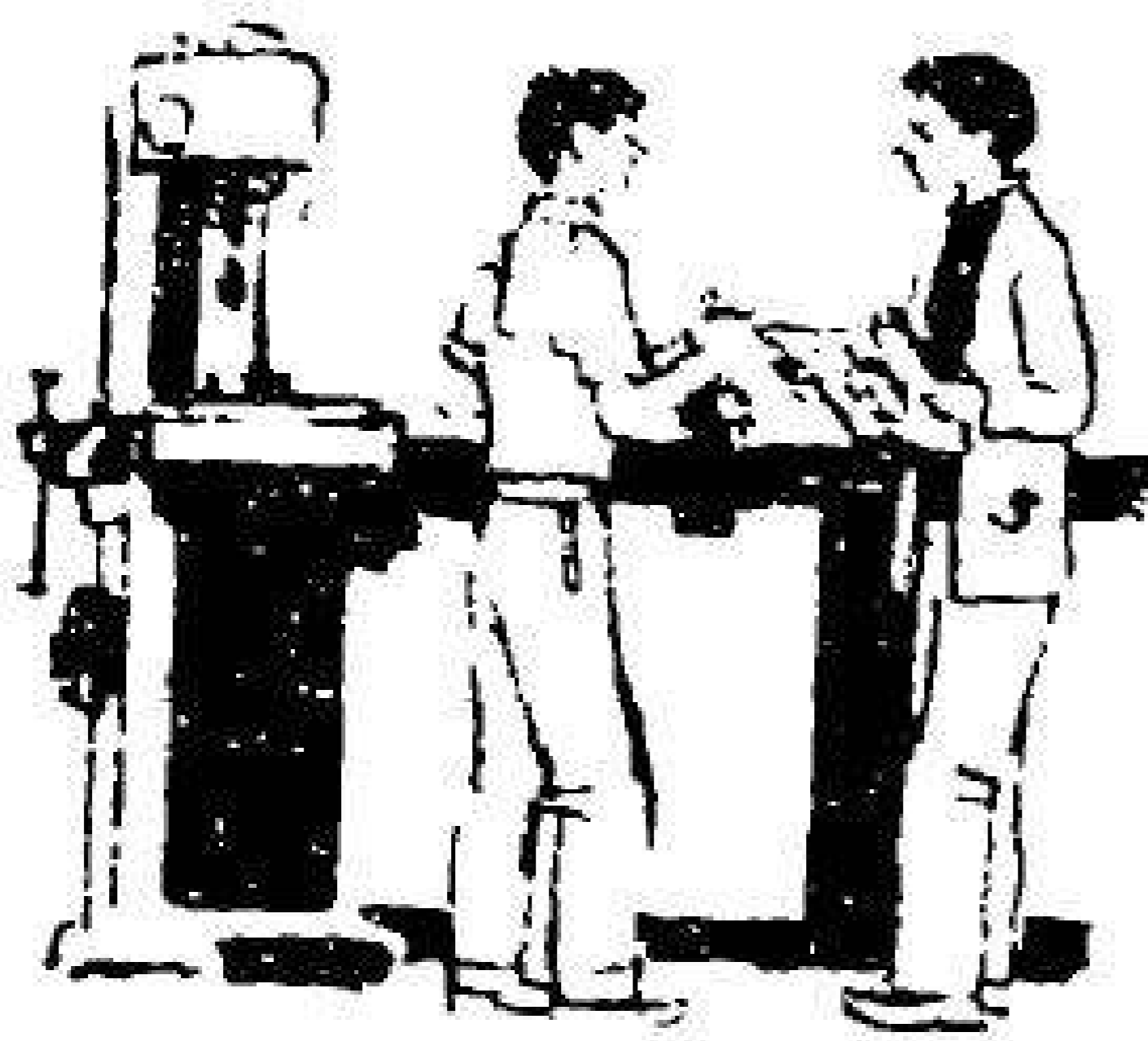
1. I (*live, lives*) in Lenin Street. 2. My brother (*work, works*) in a shop. 3. Ann (*am, is*) a nurse. 4. Pete (*have, has*) a brother. 5. Kate (*go, goes*) to school. 6. Oleg's brother (*live, lives*) on a state farm. 7. The teacher (*teach, teaches*) pupils at school.

VI. Замените имена собственные местоимениями: *he, she, they*.

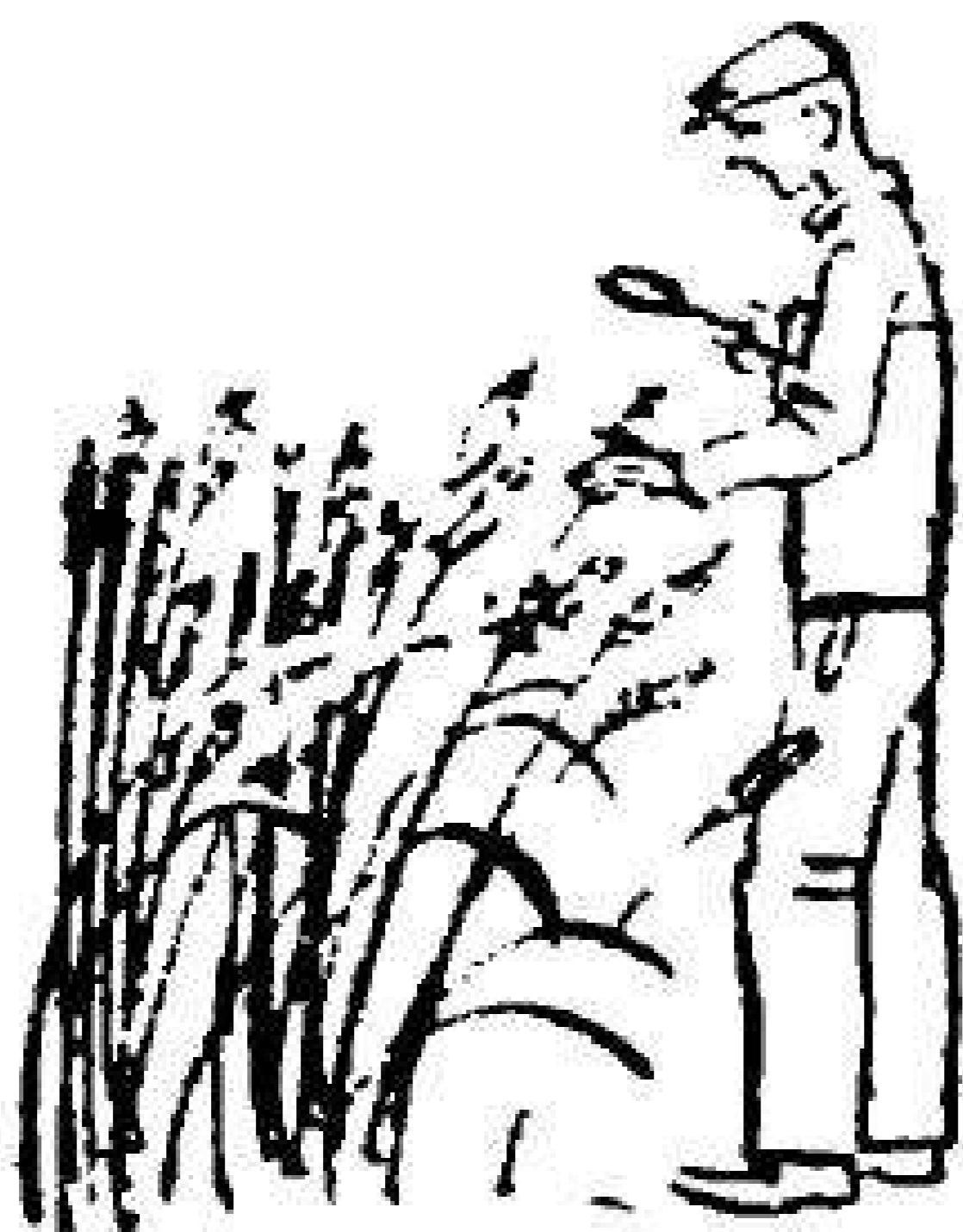
Н а п р и м е р: Pete — *he*, Kate — *she*, Pete and Kate — *they*

1. Pete and Kate go to school. 2. Oleg has a brother and a sister. 3. Kate is a pupil. 4. Mike works in a shop. 5. Igor Petrovich is a doctor. 6. Olga Ivanovna is a teacher. 7. Ann and Nina live in Danilovo. 8. Boris lives in Danilovo, too. 9. Anna Petrovna teaches at school. 10. Dmitri Ivanovich is a vet.

- ⊙ VII. 1. Посмотрите на рисунки и прослушайте текст к каждому из них.
 2. Повторите текст вполголоса за диктором.
 3. Прочитайте текст вслух.



Pete is a **worker**. He works in a shop. Yuri is a **mechanic**. He works in a shop, too. They work in a shop.¹



Vadim Petrovich is an **agronomist**. He works on a collective farm. He is a good agronomist.



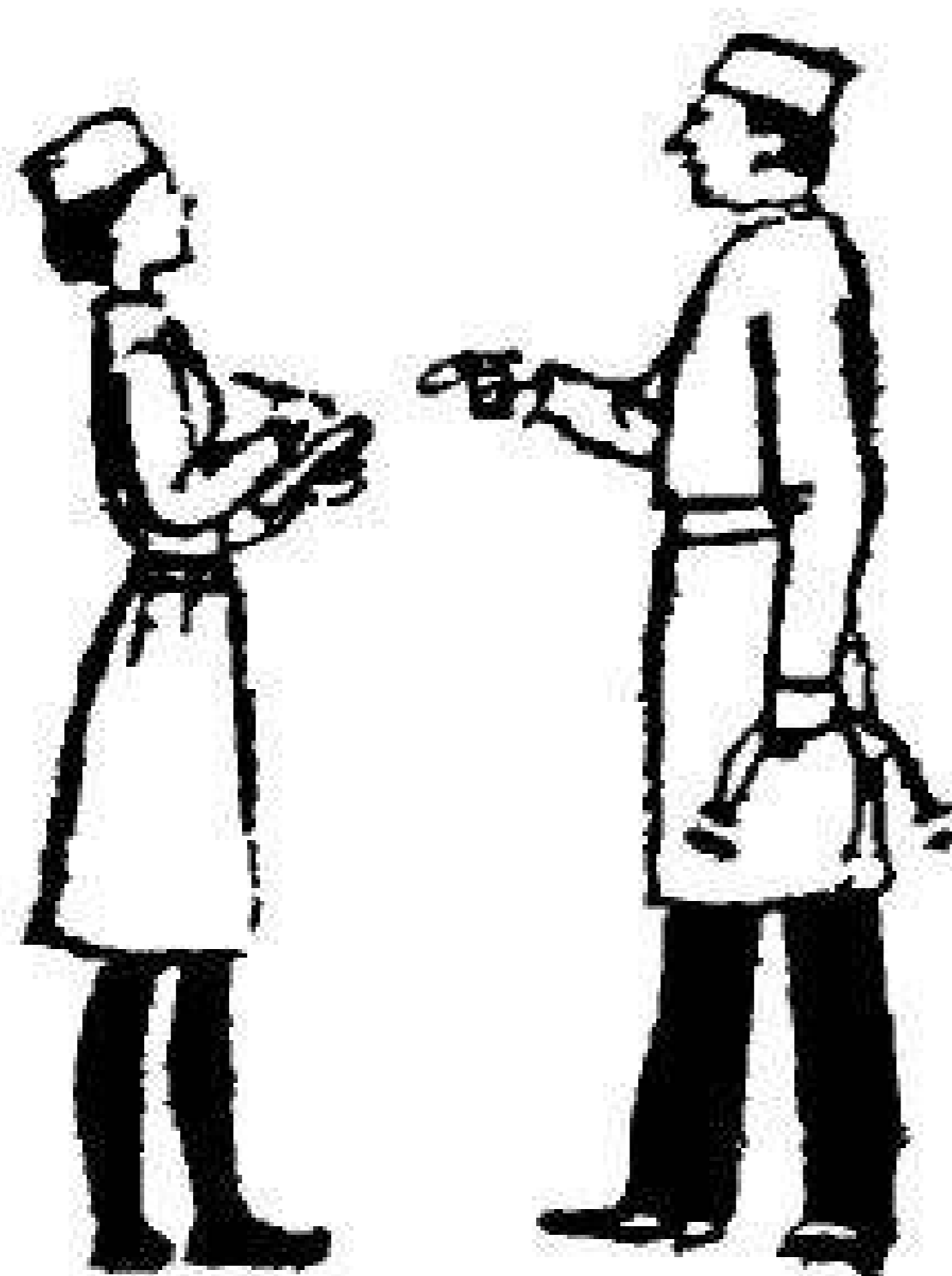
Nikolai Ivanovich is a **vet (veterinary)**. He works on a collective farm, too.
 Vadim Petrovich and Nikolai Ivanovich work on a collective farm.



Boris is a **clerk**. He works at an office. He is a good clerk.

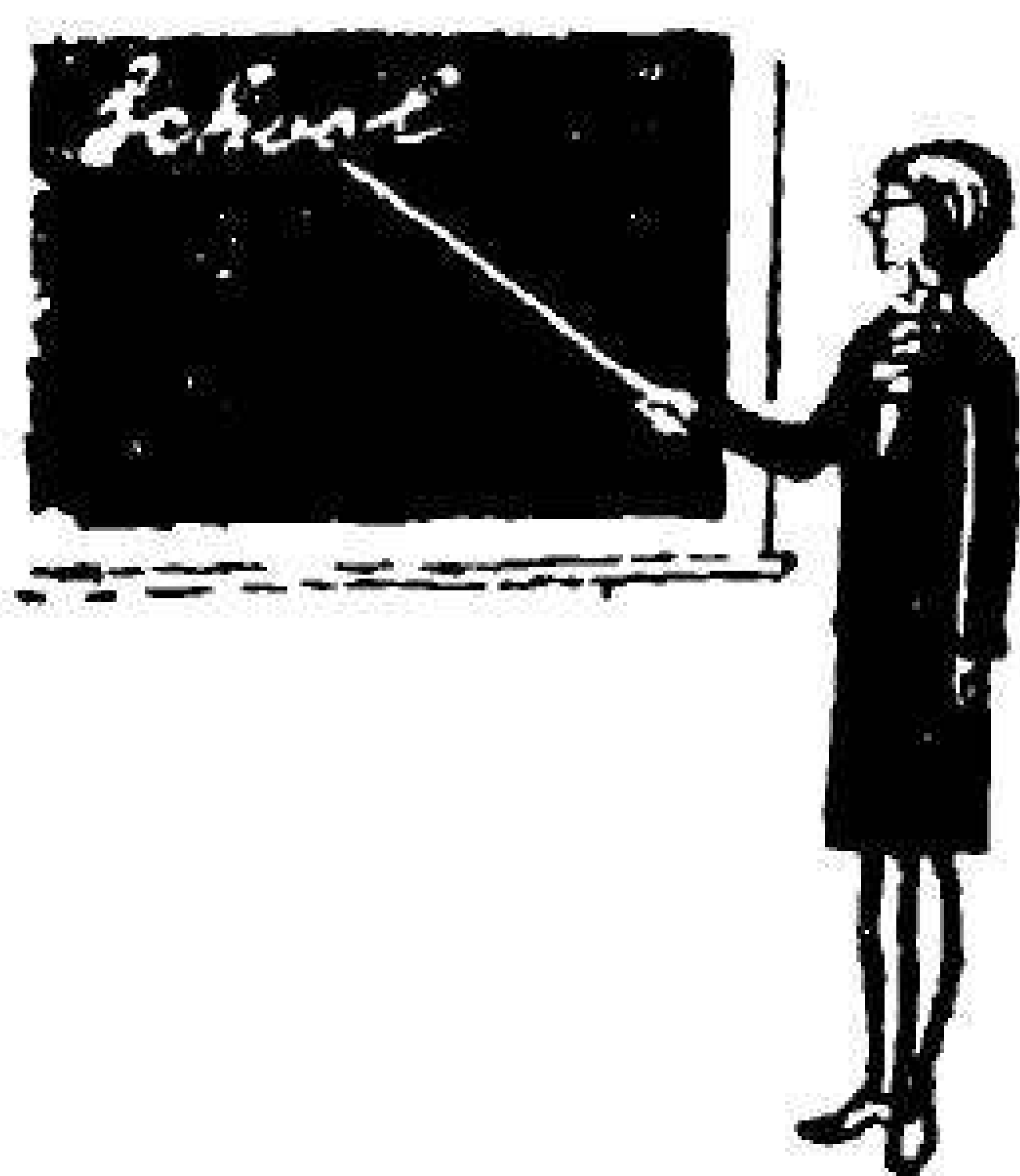


Mike is a **postman**. He works at a post-office. He is a good postman.



Igor Petrovich is a **doctor**, and Ann is a **nurse**. They work in a hospital.

¹ По техническим причинам здесь и в дальнейшем некоторые тексты частично не соответствуют грамзаписи.



Olga Ivanovna is a teacher. She teaches pupils at school. She is a good teacher.

VIII. Придумайте и напишите предложения, используя данные словосочетания: in a shop, on a collective farm, at an office, at school, in a hospital, at a post-office.

IX. Спишите предложения, заполняя пропуски нужными по смыслу словами.

1. Pete works in a shop. He is a 2. Ann works in a hospital. She is a 3. Victor Ivanovich works on a collective farm. He is an 4. Anton Pavlovich works on a collective farm, too. He is a 5. Dima works at a post-office. He is a 6. Boris works at an office. He is a 7. Kate works in a hospital. She is a

X. Расскажите о ваших взрослых знакомых, используя тексты к рисункам в качестве образца.

XI. Задайте друг другу вопросы по картинкам (работа в парах).

Н а п р и м е р: *What is he? — He is a mechanic.*
Who is he? — He is Ivanov.

XII. Напишите 5 предложений о себе и 5 предложений о своем брате (сестре) или друге (подруге), используя в качестве образца упражнение III на с. 21.

XIII. Скажите по-английски, кто, кем и где работает в вашем колхозе (совхозе).

Новые слова

agronomist агроном

and и

at в, у, при, на (*предлог, употребляемый для обозначения места и времени*)

clerk служащий

doctor доктор

eight восемь

eighth восьмой

good хороший

hospital больница

mechanic механик

nurse медсестра

office учреждение, контора

postman почтальон

post-office почта

shop мастерская; магазин

teach учить

teacher учитель(ница)

they они

vet (veterinary) ветеринар

what что

What is he? Кто он (по роду занятий)?

who кто

work работать

worker рабочий

This is a pen. These are pens.
That is a pencil. Those are pencils.

I. Прочитайте за учителем.

- [ð] mother, brother, father, this, **these**, that, **those**; This is a worker. These are workers. That is a pupil. Those are pupils.
 [æ] Ann, **bag**, bags, **map**, maps, **blackboard**, blackboards, **carry**, he carries.
 [ɒ] **box**, boxes.
 [ɔ:] **chalk**, a piece of chalk.
 [u] **book**, books, **look**, he looks.
 [e] **pen**, pens, **pencil**, pencils, **desk**, desks, **exercise-book**, exercise-books.
 [ɪ] in, it, **sit**, is, **with**, with it, six.
 [i:] **we**, street, **clean**, **read**; We read it; three, three books, **piece**, **keep**; We keep pieces of chalk in it.
 [aɪ] I, my, five, Mike, **nine**, **write**.
 [tʃ] **chalk**, **picture**, my picture; This is a picture; **chair**; That is a chair.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[θ]	[u]	[æ]	[aɪ]	[e]
seventh	book	Ann	Mike	pen
three	look	bag	five	pencil
third	good	map	nine	desk
tenth		blackboard	write	ten

III. а) Слышите предложения. подчеркивая существительные во множественном числе

1. This is a clerk. These are clerks. 2. That is a mechanic. Those are mechanics. 3. This is an agronomist. These are agronomists. 4. This is a teacher. These are teachers. 5. That is a driver. Those are drivers. 6. This is a doctor. These are doctors. 7. That is a nurse. Those are nurses.

б) Прочитайте самостоятельно, руководствуясь правилами чтения окончаний существительных во множественном числе.

- [s] a clerk — clerks; a mechanic — mechanics; an agronomist — agronomists.

[z] a pupil—pupils; a worker—workers; a driver—drivers.
[ɪz] a piece—pieces; a box—boxes.

IV. Назовите, а затем напишите существительные во множественном числе.

Н а п р и м е р: a doctor—*doctors*

A teacher, a nurse, a state farm, a collective farmer, a sister,
a brother, a school, a hospital.

V. Спишите предложения, употребив *this* или *these*.

1. . . . is a pupil. 2. . . . are workers. 3. . . . is a clerk.
4. . . . is a mechanic. 5. . . . are drivers. 6. . . . is an agronomist.
7. . . . are doctors. 8. . . . is a teacher. 9. . . . is a vet.
10. . . . are schools.

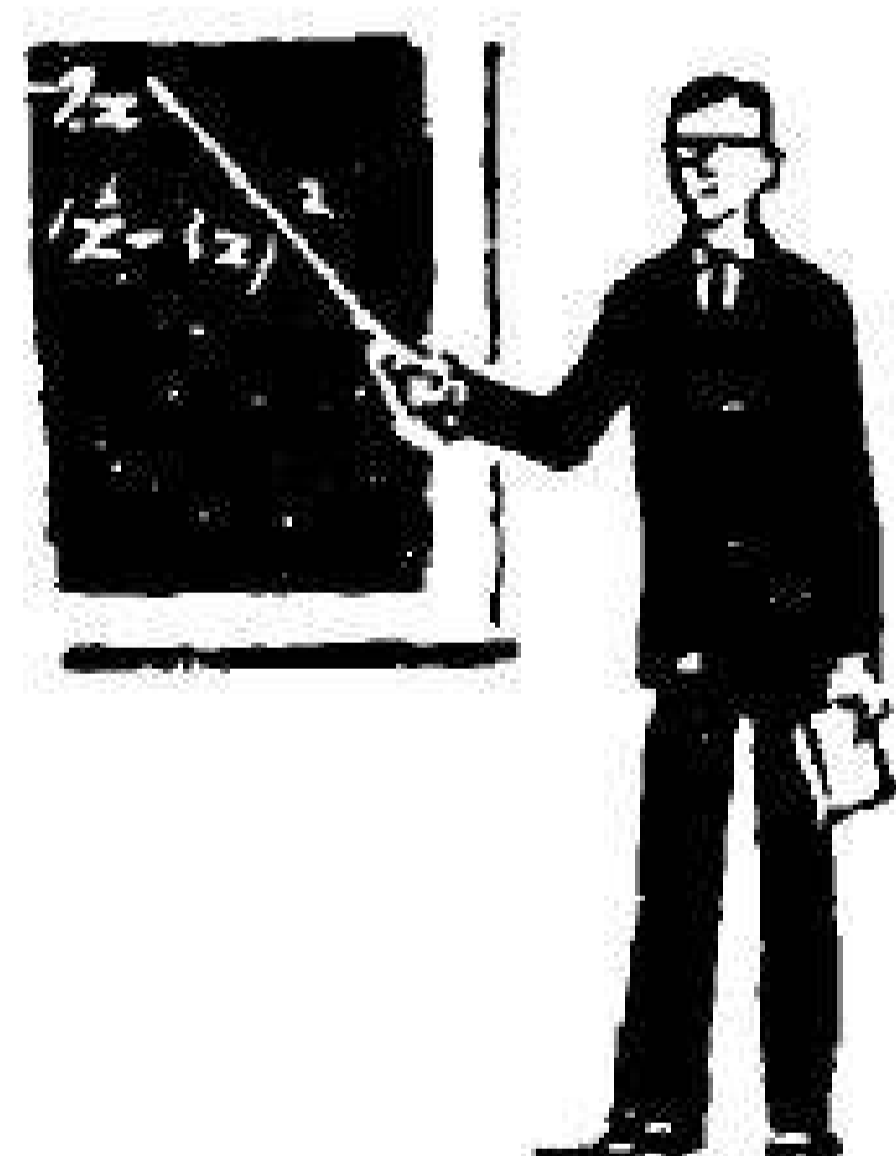
VI. Придумайте как можно больше предложений, используя следующие структуры.

This is a That is a These are Those are

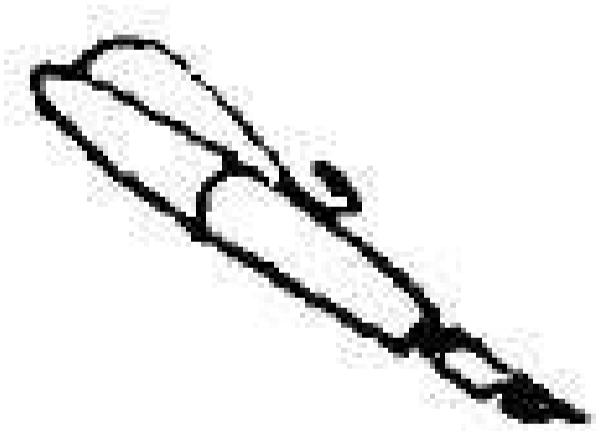
VII. Спишите предложения, употребив *is* или *are*.

1. This . . . a school. 2. That . . . a shop. 3. These . . . workers.
4. Those . . . nurses. 5. This . . . an office. 6. That . . . a vet.
7. These . . . hospitals. 8. This . . . a post-office.

- ⊙ VIII. 1. Прослушайте тексты, глядя на рисунки.
2. Повторите тексты вполголоса за диктором.
3. Прочитайте тексты вслух.
4. Скажите о рисунках, используя подписи в качестве образца.



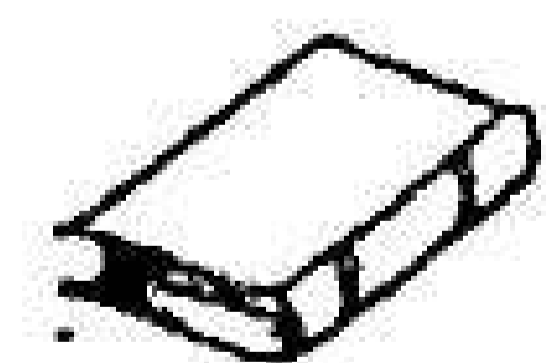
This is a teacher. He teaches us. He is a good teacher.



This is a pen. We write with it.



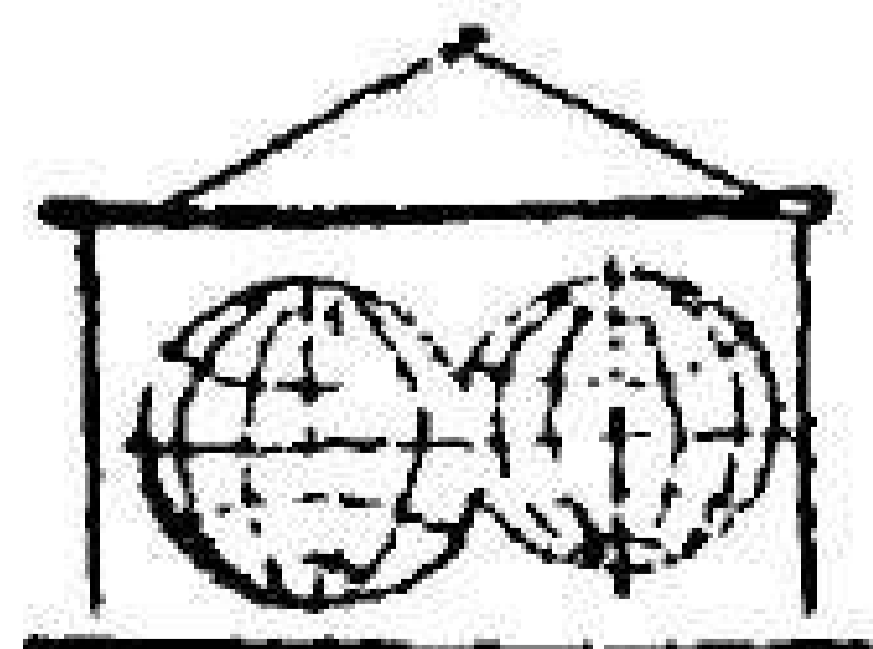
That is a pencil. We write with it, too.



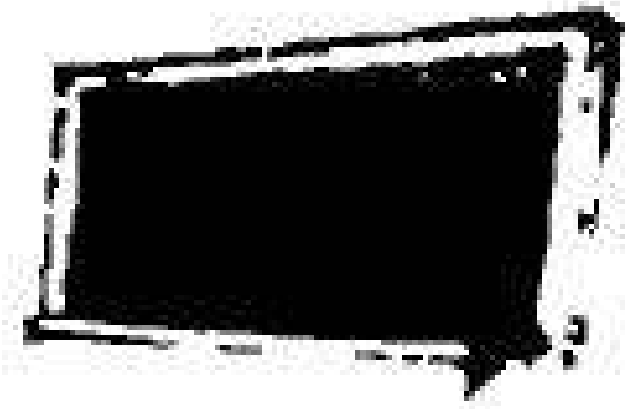
This is a book. We read it.



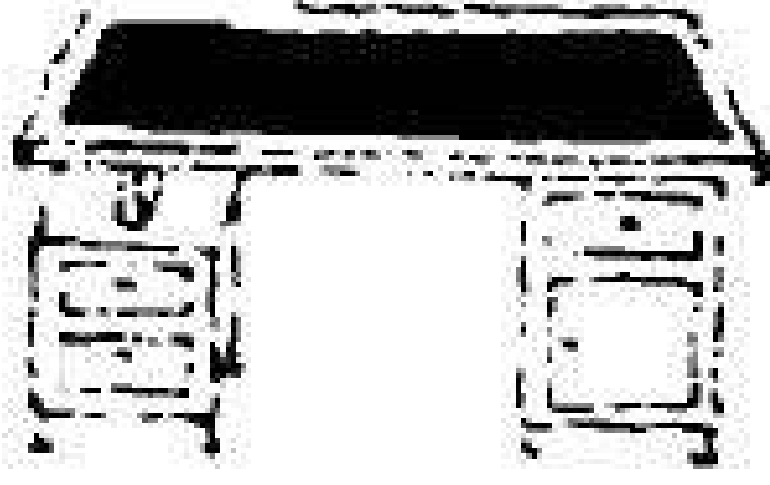
That is an exercise-book. We write in it.



This is a map. We look at it and read it.



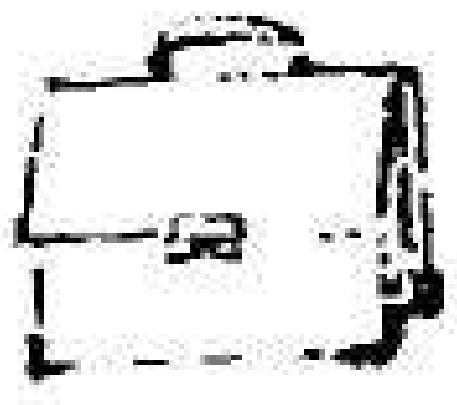
That is a blackboard. We write on it.



This is a desk. We work at it. We read and write at it.



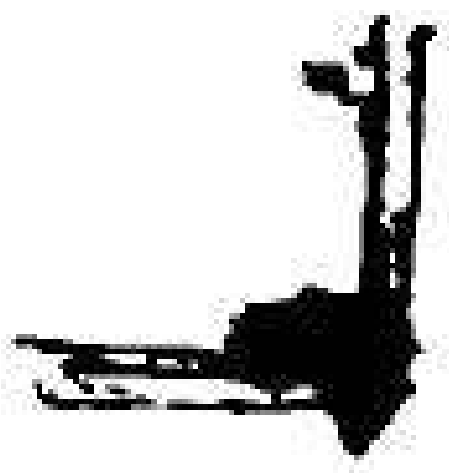
That is a chair. We sit on it.



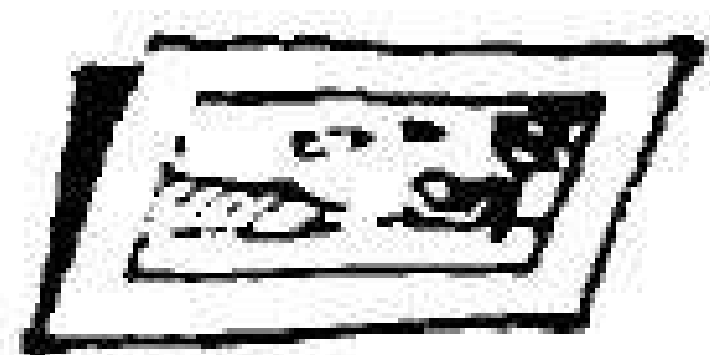
This is a bag. We carry books, exercise-books, pens and pencils in it.



This is a box. We keep pieces of chalk in it.



This is a duster. We clean the blackboard with it.



This is a picture. We look at it.

- IX. Прочитайте данные существительные и произнесите их во множественном числе. (Помните, что неопределенный артикль **a (an)** перед существительным во множественном числе не употребляется.)

Н а п р и м е р: a picture—*pictures*

A pen, a chair, an exercise-book, a pencil, a box, a map, a blackboard, a piece, a desk, a duster, a book, a bag.

- X. Скажите, какие предметы, изображенные на рисунках, имеются у вас и у вашего товарища.

Н а п р и м е р: *I have two exercise-books.—He has three exercise-books.*

- XI. Назовите предмет, который покажет вам учитель, и скажите, для чего он предназначен.

Н а п р и м е р: *This is a blackboard. We write on it.*

- XII. Прочитайте текст про себя и скажите по-английски: что делает Саша, кто его родители, как зовут его сестер, кто из них работает в больнице, кому девять лет.

Sasha is fifteen. He lives in Tomilino. He goes to school. Sasha has a father, a mother and three sisters. His father is an agronomist. He works on a collective farm. His mother is a teacher. She teaches English at school. The names of Sasha's sisters are Rita, Zina and Lida. Rita is a student. Zina is a nurse. She works at a hospital. Lida is nine. She goes to school.

- XIII. Назовите, а затем напишите словами числительные от 1 до 9.

Новые слова

bag	портфель; сумка	keep	держатъ, хранить
blackboard	классная доска	look (at)	смотреть (на)
book	книга	map	карта (географическая)
box	коробка; ящик	nine	девять
carry	нести	ninth	девятый
chair	стул	pen	ручка
chalk	мел	pencil	карандаш
clean	вытирать, делать чистым	picture	картина
desk	письменный стол; парта	piece	кусок
duster	тряпка (для стирания с доски)	read	читать
exercise-book	тетрадь	sit	сидеть
it	он, она, оно (для предметов и животных)	we	мы
		with	с
		write	писать

Lesson Ten

10

The Tenth Lesson

I have some books.
He has some books.
Have you any books?
Yes, I have some. No, I have not any.
Has he any books?
Yes, he has some. No, he has not any.
I have no books.
He has no books.

I. Прочитайте за учителем.

[ʌ] us, some, some books, some pens, some brothers; I have some maps.

[e] pen, pencil, any; Have you any pens? friend, friends; Have you any friends? Yes, I have some; many, many books, many nurses, many hospitals; very, very many; I have very many friends.

[ju:] you, few, few books, few pencils; He has few books in his bag.

[ou] go, no; I have no sisters. Pete has no brother. She has no bag.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[e]	[i:]	[ɪ]	[aɪ]	[ʌ]	[tʃ]
pen	we	in	I	but	teacher
pencil	he	six	five	duster	chair
desk	she	his	Mike	Russian	French
ten	Pete	sister	driver		chalk

© III**. Произнесите за диктором, обращая внимание на интонацию. Составьте как можно больше предложений.

1. a) I We Pete and Mike	have	some	French books at home. pens. exercise-books. pencils. Russian maps. boxes.
б) Mike She Kate My father	has	some	maps. pencils. boxes. pens. exercise-books.
2. a) Have	you they Pete and Kate	any	sisters? brothers? pens? pencils? English books? exercise-books? chalk?
б) Has	she Igor	any	Russian books? exercise-books? pencils? sisters? brothers?
3. I We Kate Boris	have has	no	brothers. sisters. pen. chalk.
4. a) Have	Pete and Mike you they		friends? German books at home? bags? pictures? boxes?
б) Has	Oleg Ann your mother	many few	friends? sisters? brothers?

IV. Напишите по 3 предложения к каждой из таблиц.

V. Опровергните высказывания и дополните их.

Н а п р и м е р: Ann has a sister.—*Ann has no sister. She has a brother.*

1. Pete has a brother. 2. Boris has a father. 3. They have a hospital. 4. Kate has some English books. 5. We have some chalk in the box. 6. You have some maps. 7. Oleg has some exercise-books in the desk. 8. They have a doctor on the collective farm.

VI. Усомнитесь в правильности данных утверждений.

Н а п р и м е р: Igor has some Russian books.—*Has Igor any Russian books?*

1. They have some mechanics on the state farm. 2. They have some drivers. 3. Boris has some English books. 4. Kate has some brothers. 5. They have some nurses in the hospital. 6. They have some agronomists on the collective farm. 7. Ann has some exercise-books in her bag. 8. We have some chalk in the box.

VII. Предложите товарищам ответить на вопросы. Ответы могут быть утвердительными и отрицательными.

Н а п р и м е р: *Have you any Russian books?—Yes, I have some. (No, I haven't any.)*

- VIII. 1. Прочитайте упражнение про себя.
2. Найдите ответ на вопрос: какие книги дома у Ани?
3. Выпишите предложения с глаголом *has*.

We have some friends. Have you any friends? Yes, we have very many friends.

I have two sisters, but I have no brothers. Have you any sisters? No, I haven't any.

Kate has three brothers and a sister. Has Ann any brothers or sisters? She has only one brother.

I have some pencils, but I have no pens. Have you any pens, Pete? Yes, I have two pens.

Mike has some books, but he has no exercise-books. And has he any English books? No, he hasn't any.

Boris has some books at home. Have you any books at home, Pete? Yes, I have, but not many.

Has Ann any books at home? Yes, she has. She has very many Russian and English books. Has Ann any French or German books at home? No, she has not any. She has no German and French books. She has only Russian and English books at home.

IX. Закончите следующие предложения сначала устно, а затем напишите их.

Н а п р и м е р: I have no French books, but I have . . . —
I have no French books, but I have some English books.

1. I have no sister, but I have . . . 2. Ann has no mother, but she has . . . 3. Peter has no pencils, but he has . . . 4. They have no doctor, but they have . . . 5. They have no mechanic, but they have . . . 6. They have no duster, but they have . . . 7. Boris has no exercise-books in his bag, but he has . . . 8. We have no map on the desk, but we have . . .

X. Задайте друг другу вопросы по образцу и ответьте на них (работа в парах).

Н а п р и м е р: *Have you any pencils, Boris?—No, I haven't any, but I have two pens.*

XI. Прочитайте текст упражнения VIII еще раз и скажите, что есть у вас в портфеле (на парте, дома).

⊙ XII. 1. Прослушайте диалог 1, а затем произнесите его за диктором.

DIALOGUE 1

1 2

A: I have no pen, Peter. Please, give me yours.

B: Take it, please.

A: Thank you.

B: Not at all.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

1	2
book	Boris
exercise-book	Ann
pencil	Kate
map	Mike

5. Составьте диалог и воспроизведите его в парах.

Н о в ы е с л о в а

any какой-нибудь, сколько-нибудь

at home дома

but но

few немного, мало

French французский

friend друг

German немецкий

give давать

many много

no никакой; нет

Not at all. Не стоит (благодарности).

please пожалуйста

Russian русский

some кое-кто; какой-нибудь, некоторое количество, несколько

take брать, взять

ten десять

tenth десятый

thank благодарить

Thank you. Благодарю.

us нас, нам

very очень

yours ваш; твой

There is a bus in the street.
 There are some buses in the street.
 Is there a bus in the street?
 Yes, there is. No, there isn't.
 Are there any buses in the street?
 Yes, there are some. No, there are not any.
 There are no buses in the street.

(c. 347)

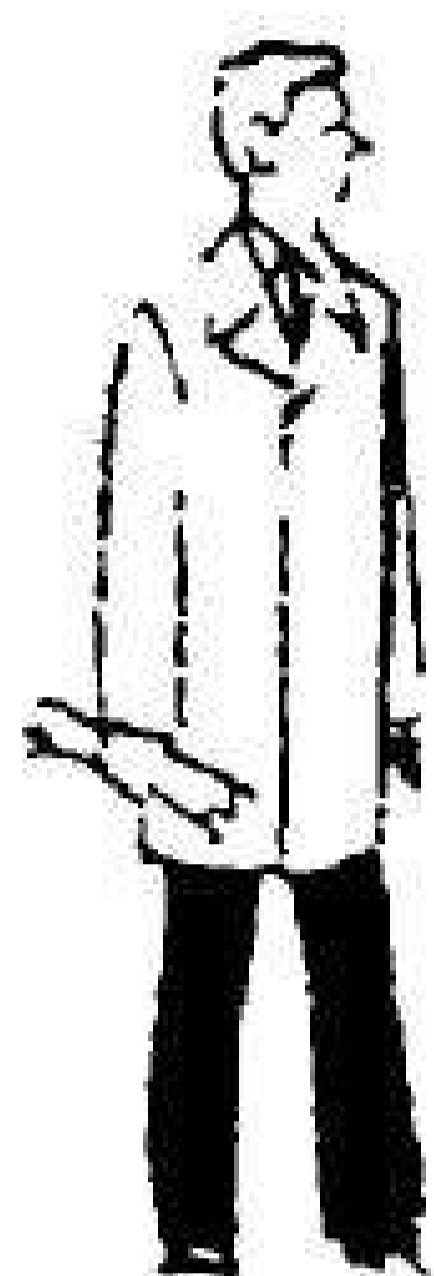
1. Прочитайте за учителем.

- a) [ð] this, these, that, those, there, there is; There is a book on the desk. There is no exercise-book there. Is there a book on the desk? Yes, there is. Is there any exercise-book on the desk? No, there isn't any. There is no exercise-book on the desk; there, there are; There are some pupils there.
- б) [ɑ] car, cars; There are two cars in the street.
 [ɔ] not, lorry, lorries; There is a lorry there.
 [ʌ] bus, buses; There are some buses in the street.
 [æ] map, man, a good man, fat, a fat man; There is a man there; tractor, tractors; We have some tractors on the state farm.
 [i:] people, many people; There are very many people in the street.
- в) [θ] fourth, fifth, ninth, eleventh, thank; Thank you; thin, a thin man, a thin book, a thin exercise-book.
 [ʌ] under, under the desk, under the chair; Your pencil is under the book.
 [aɪ] five, nine, line, in the line.
 [eɪ] name, take, pavement, on the pavement.
 [ɔ:] or, short, a short man, a short pencil; tall, a tall man; your, yours; Not at all.
 [ou] go, old, an old man; road, a good road, on the road.
 [iə] here, here is a street; near the pavement, near the desk.
 [j] English, young, a young man, a young woman; His friend is young.

II. Проверьте правильность чтения. Напишите данные слова под следующими транскрипционными знаками¹: [tʃ], [ʃ], [θ], [l], [e], [i:], [ou], [θ].

Chalk, go, she, keep, this, ten, chair, that, third, desk, clean, no, English, teacher, those, sixth, duster, goes, these, French, shop, there.

III. Прочитайте и запомните написание слов:



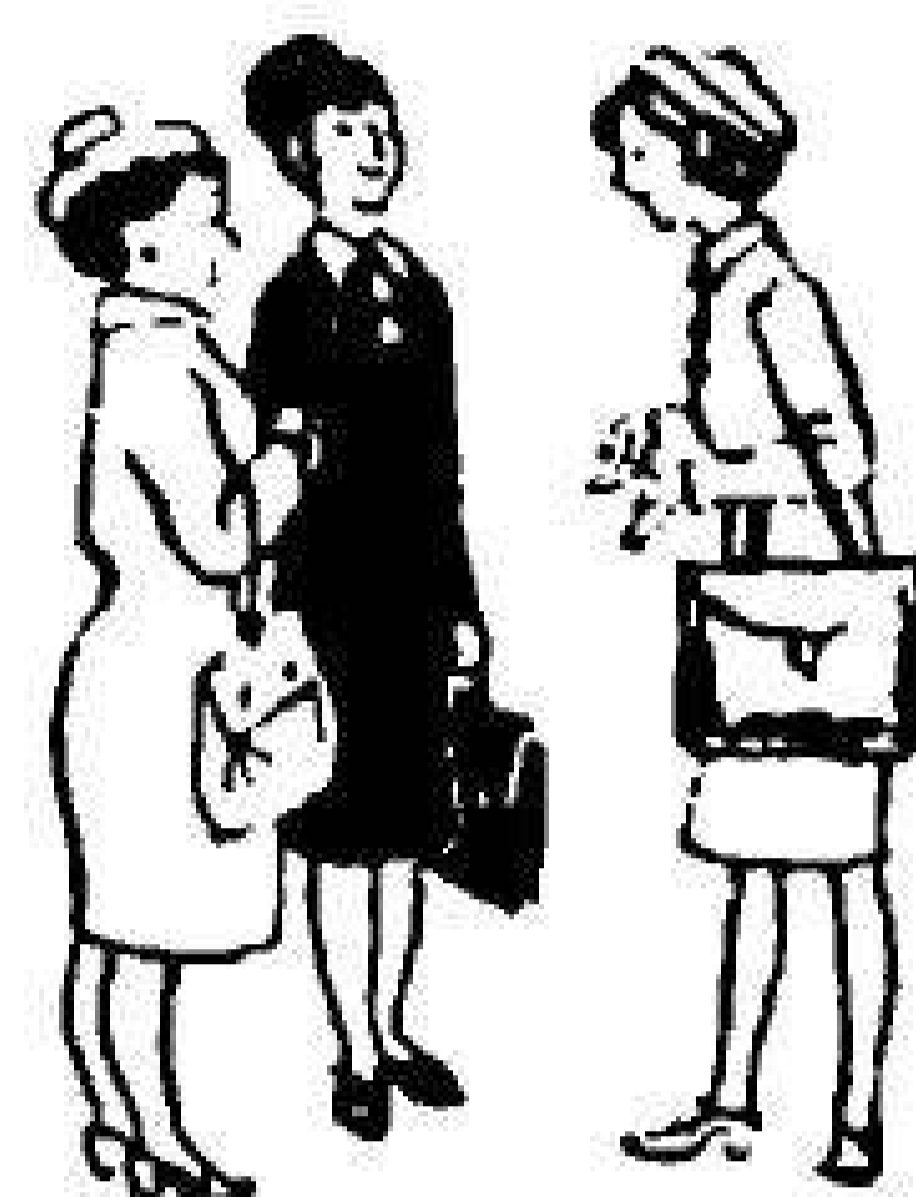
a man



men

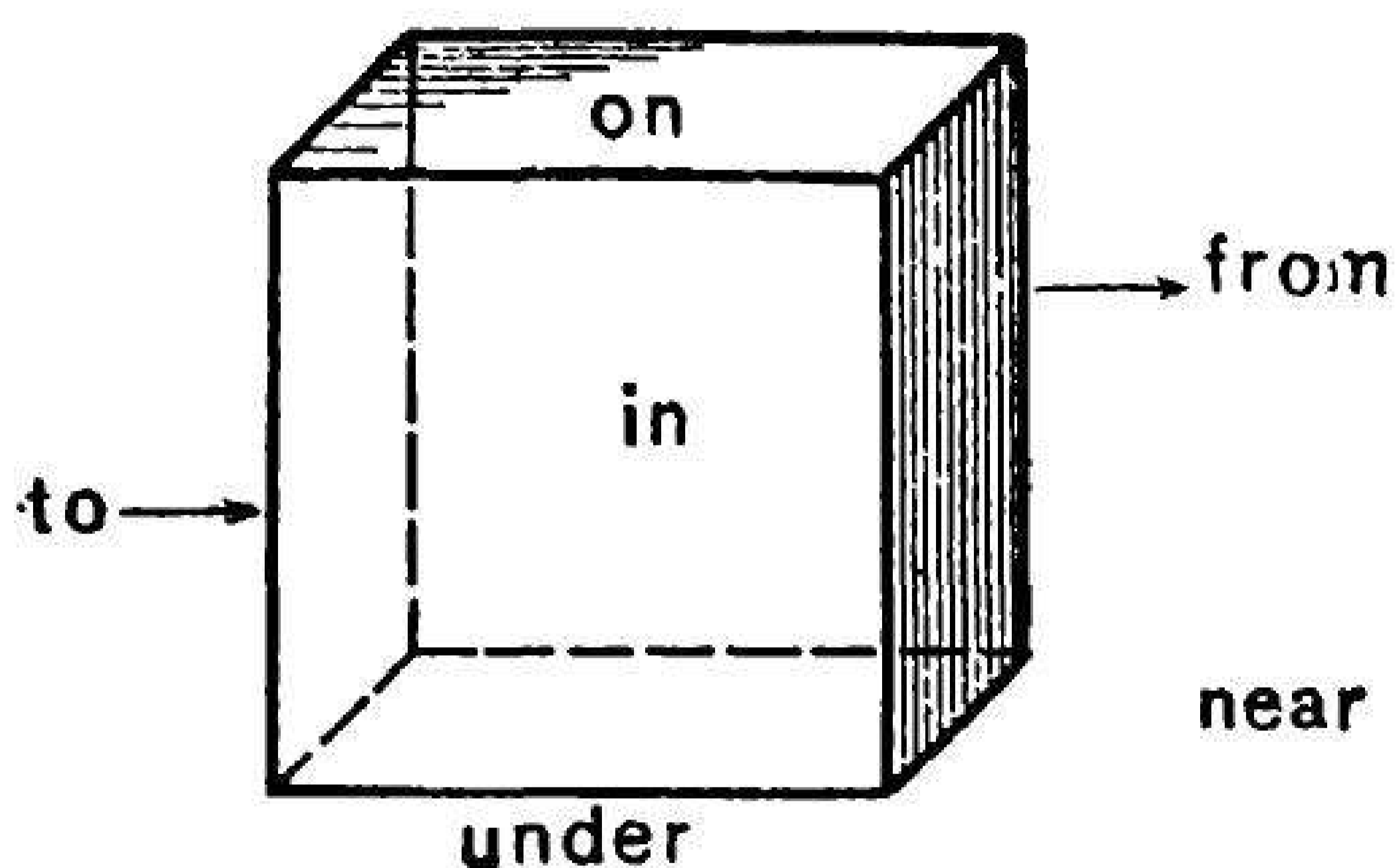


a woman
['wʊmən]



women
['wɪmɪn]

- IV. а) Обратите внимание на употребление предлогов места и направления.
б) Придумайте предложения, используя данные предлоги.



⊙ V**. Повторите за диктором, обращая внимание на произнесение **there is** (**there are**) и интонацию предложений. Составьте как можно больше предложений.

1. а) There is		a car a bus a tractor a lorry	in the street.
б) There are	some	buses tractors lorries	in the street.

¹ Если слово содержит два звука, выделенных транскрипционными знаками, напишите его дважды.

2. a) Is there		a car a tractor a lorry	in the street?
б) Are there	any	cars buses tractors lorries	in the street?
3. a) There is		no	pen on the desk. pencil in the bag. chalk in the box. car in the street. duster under the box. chair near the desk.
б) There are		no	people in the street. workers in the shop. pupils at school. students there.

VI. Напишите по 4 предложения к каждой из таблиц и подчеркните в них *some*, *any*, *no*.

VII. Опровергните высказывания.

Н а п р и м е р: There is a chair near the desk.—*There is no chair near the desk.*

1. There is a bus in the street. 2. There are some cars there.
3. There is a bag on the desk. 4. There is a hospital near the state farm. 5. There is a doctor on the collective farm. 6. There is some chalk in the box. 7. There are some people in the bus. 8. There is a duster in the box. 9. There is a pen under the book. 10. There are some people near the tractor.

VIII. Усомнитесь в правильности данных утверждений.

Н а п р и м е р: There are some cars in the street.—*Are there any cars in the street?*

1. There is some chalk in the box. 2. There are many workers in the shop. 3. There is a bus near the post-office. 4. There are many pupils at school. 5. There are some exercise-books on the desk. 6. There are many people on the pavement. 7. There are some cars and lorries on the road. 8. There are some books under the map.

IX. Закончите предложения.

1. There is a . . .
2. There is no . . .
3. There are some . . .
4. There are no . . .

X. Задайте друг другу вопросы по образцу (работа в парах).

Н а п р и м е р: *Is there any book on the teacher's desk?—Yes, there is. No, there isn't any.*
Are there any exercise-books on the teacher's desk?—Yes, there are some. No, there aren't.

XI. Обратите внимание на следующие пары слов, противоположные по значению. Придумайте предложения с этими словами.

Н а п р и м е р: *Anna Petrova is a tall woman.*

Short is the opposite of **tall**.

Old is the opposite of **young**.

Under is the opposite of **on**.

Here is the opposite of **there**.

To is the opposite of **from**.

XII. Назовите, а затем напишите словами числительные от 1 до 11.

- ⊙ XIII. 1. Прослушайте текст в грамзаписи, глядя на рисунок.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.
4. Опишите картинку.
5. Спишите текст и подчеркните все прилагательные.

IN THE STREET

Here is a street. On the road there are some cars and buses. On the pavement there are people. Near the pavement there is a bus and there are six men in the line for the bus



The first man in the line is fat.
 The second man in the line is thin.
 The third man in the line is tall.
 The fourth man in the line is short.
 The fifth man in the line is old.
 The sixth man in the line is young.

XIV. Прочитайте вопросы и возможные ответы на них. Выберите наиболее подходящий ответ.

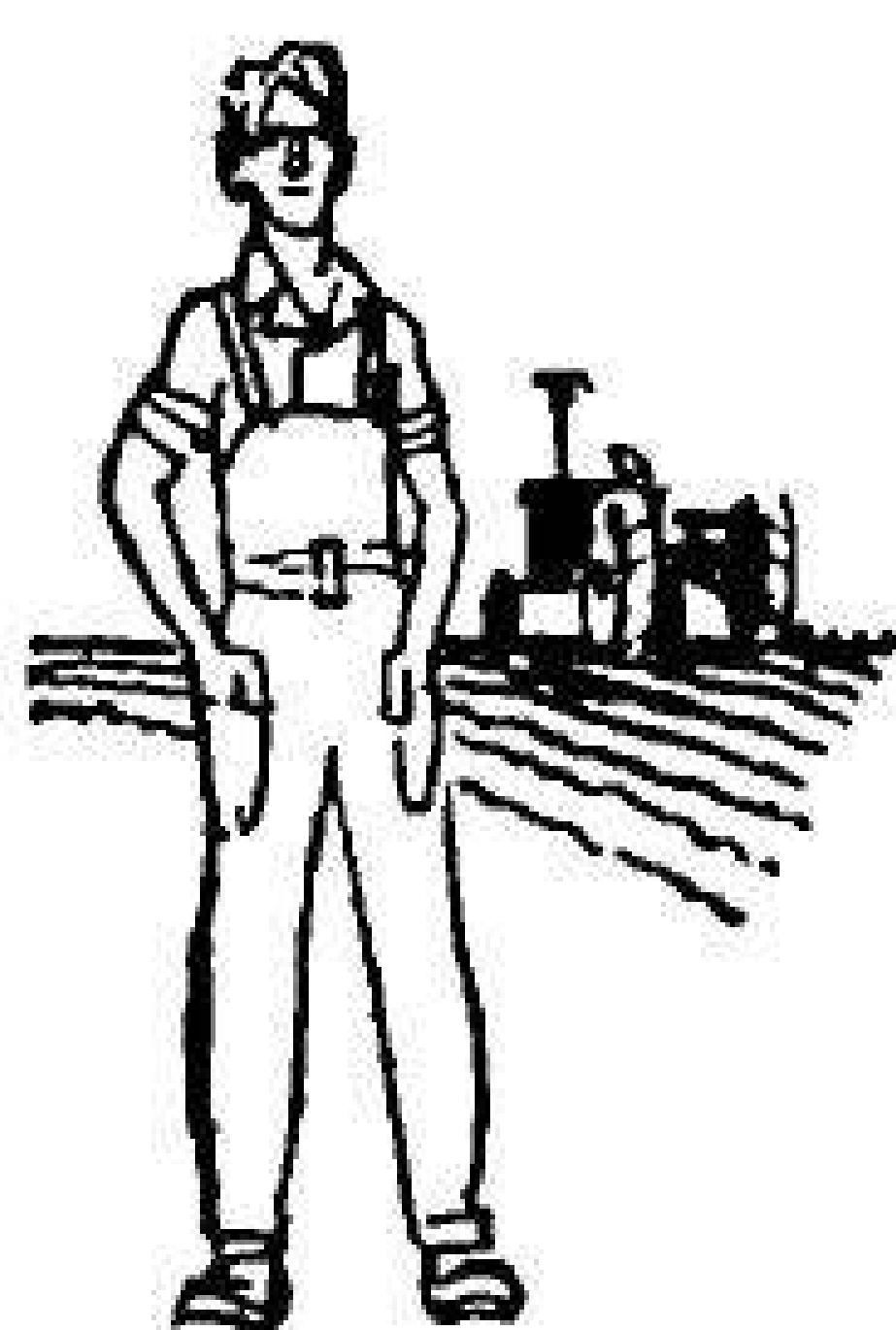
1. Is your friend short?
2. Is your father (mother) old?
3. Is your brother (sister) tall?
4. Is the driver on your collective farm young?
5. Is the postman fat?
6. Is the vet on your state farm thin?

Yes, he (she) is.
 No, he (she) isn't.
 He (she) is
 Not very.

XV. Задайте друг другу вопросы, используя известные вам прилагательные.

Например: *Is your sister thin?*

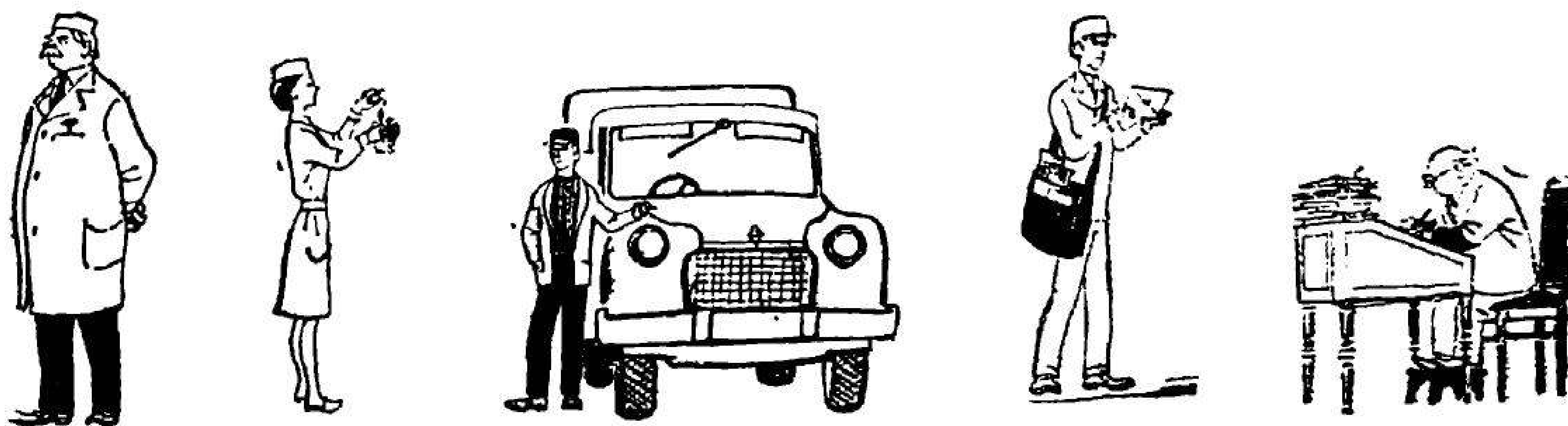
XVI. а) Посмотрите на рисунки. Прочитайте текст к рис. 1. Придумайте тексты к остальным рисункам.



This is Sergei Petrov. He is not very young. He is thin. He lives in Danilovo. He is a collective farmer.

Рис. 1.

б) Напишите рассказ о своем товарище или знакомом вам человеке, используя текст к рис. 1 в качестве образца.



XVII. Прочитайте текст про себя и скажите по-английски: кто из друзей Саша небольшого роста и полный, у кого отец работает в совхозе, где и кем работает мама Вадима.

Sasha has two friends, Igor and Vadim. Igor is tall and thin. Vadim is short and fat. Igor's father is a driver. He works on a state farm. Vadim lives with his mother. Vadim's mother is a vet. She works on a collective farm. She is a good vet.

Прочитайте и запомните пословицу.

There is no place like home.— В гостях хорошо, а дома лучше.

Новые слова

bus	автобус	road	дорога
car	автомобиль	short	короткий; низкий
fat	полный; упитанный	tall	высокий
for	для, ради	there	там, туда
here	здесь; сюда	there is (there are)	имеется (имеются)
line	линия; эд. очередь	thin	худой; тонкий
in the line	в очереди	tractor	трактор
lorry	грузовик	under	под, ниже
man	мужчина; человек	woman	женщина
old	старый	young	молодой
pavement	тротуар		
people	люди; народ		

Lesson Twelve

12

The Twelfth Lesson

I work.
He (she) works.
(с. 339)

I. Прочитайте глаголы в форме 3-го лица единственного числа.

[s] He works in a shop. He writes there.

[z] He reads books. He cleans the blackboard. He goes to school.

[iz] He teaches English.

II. Спишите предложения, употребив следующие глаголы в нужной форме:
keep, go, read, work, clean, write.

1. Pete . . . to school. 2. I . . . in a shop. 3. Mike . . . at an office. 4. She . . . in this exercise-book. 5. Ann . . . in a hospital. 6. We . . . with a pen. 7. I . . . to that post-office. 8. He . . . the blackboard. 9. They . . . English books. 10. We . . . pieces of chalk in the box.

III. Прочитайте за учителем.

a) [e] lesson, lessons; We have English lessons; text, texts; We read English texts; well, very well; He reads very well.

[æ] ask, he asks; The teacher asks us; answer; He answers.

[kw] question, questions, ask questions, answer questions.
 [ð] the, this, that, these, those, they, them; Ann works with them. We answer the questions. We answer them.
 [u:] do, do exercises; We do English exercises at home.
 [w] we, want, he wants; what, well; We want to read English well; where; Where is the book? The book is on the table.

б) [i:] speak, speak English; We speak English; week, weeks; We have four English lessons a week.

[aɪ] Mike, like; Mike likes to speak English.

[ə:] work, worker; learn, he learns; We learn English at school.

[ou] know, he knows; Ann knows English; only; I am only fifteen. He has only one sister.

[aʊə] our, our school, our street, our friends, our lessons.

IV. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[e]	[i:]	[ə:]	[w]	[ks]
lesson	teach	first	well	six
text	speak	third	what	text
pencil	clean	nurse	want	box
exercise	read	her	work	exercise

V. а) Составьте предложения, обращая внимание на порядок слов.

1. The teacher Ann My brother	asks answers	us. them.
2. You My sister and I They	ask answer	us. them.

б) Напишите по 3—5 предложений к каждой из таблиц.

VI. Прочитайте предложения, употребив глагол в нужной форме.

1. The mechanic (*ask, asks*) us a question. 2. The pupils (*like, likes*) to learn English. 3. The agronomist (*know, knows*) English very well. 4. Ann (*want, wants*) to write on the blackboard. 5. Kate (*is, are*) a good nurse. 6. Students (*learn, learns*) English, too. 7. We (*keep, keeps*) pieces of chalk in this box. 8. He (*clean, cleans*) the blackboard with the duster. 9. We (*answer, answers*) our teacher's questions. 10. We (*read, reads*) texts at our English lessons.

VII. Сравните предложения, заполняя пропуски предлогами: *at, of, in, on, with, to*.

1. The teacher writes with a piece . . . chalk . . . the blackboard. 2. We go . . . school. 3. They learn English . . . school. 4. We write . . . the blackboard. 5. His brother works . . . a hospital. 6. We write . . . pens and pencils. 7. . . . our English lessons we speak, read and write. 8. Pupils clean the blackboard . . . a duster. 9. There is only one agronomist . . . that state farm. 10. He is the only vet . . . the farm.

VIII. а) Назовите, а затем напишите словами числительные от 1 до 12.
б) Прочитайте за учителем числительные от 13 до 19 и обратите внимание на то, как они образуются.

13 thirteen	17 seventeen
14 fourteen	18 eighteen
15 fifteen	19 nineteen
16 sixteen	

в) Перепишите числительные в тетрадь и запомните их.

⊙ IX. 1. Прослушайте текст в грамзаписи, не глядя в книгу.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.
4. Выпишите из текста предложения с глаголами в форме 3-го лица единственного числа.

WE LEARN ENGLISH

We learn English at school. We have three English lessons a week. At our English lessons we speak, read and write. We read English texts and do exercises. We write on the blackboard and in our exercise-books. We like our English lessons. We like to speak English. We want to know it very well.

Our teacher asks us questions and we answer them. Olga Ivanovna is our teacher. She teaches us English. She is a good teacher. She speaks only English to us.

X. Слышите предложения, заполняя пропуски нужными по смыслу словами

1. The teacher asks us . . . and we . . . them. 2. We like to read English 3. Ann wants . . . English very well. 4. He teaches . . . English. 5. We write . . . in our exercise-books. 6. Mike and Pete like to read 7. The pupils have four English lessons a 8. Ann likes . . . on the blackboard with a piece of 9. We clean the blackboard with a 10. They . . . pieces of chalk in this

XI. Спросите товарища, где находится ручка, книга, тетрадь, карандаш и т. д. (работа в парах)

Н а п р и м е р: *Where is the pen?—The pen is on the book.*

- XII. 1. Скажите, что вы делаете на уроках английского языка.
 2. Скажите по-английски все, что вы можете сказать о себе.
 3. Скажите, что делает ваш товарищ на уроках английского языка.
 4. Скажите по-английски все, что вы можете сказать о своем товарище.
- XIII. Прочитайте текст про себя и скажите: что преподает Мария Петровна, как она это делает и где держит книги.

Maria Petrovna is a teacher. She teaches English at school. She is thin, tall and not very young. Maria Petrovna likes her pupils and teaches them well. They speak, read and write at her lessons. She has very many English books. She keeps them at home.

Новые слова

answer	отвечать	question	вопрос
ask	спрашивать; просить	speak	говорить
do	делать	text	текст
exercise	упражнение	them	их, им
know	знать	want	хотеть; нуждаться
learn	учить	week	неделя
like	нравиться	well	хорошо
only	только; единственный	where	где, куда
our	наш		

Lesson Thirteen

13

The Thirteenth Lesson

Do you speak English?
 Yes, I do. No, I don't.
 Does he speak English?
 Yes, he does. No, he doesn't.
 We do not learn French.
 He does not learn French.
 (с. 340)

- ⊙ I. а) Прослушайте, а затем произнесите за диктором в паузы.

A RHYME

I live here,
 You live near,
 Tom lives so far
 That he goes in a car.

We live near,
 You live here,
 Tom and Ray
 Live far away.

- б) Выучите 'A Rhyme' наизусть.

II. Ответьте на следующие вопросы:

Н а п р и м е р: Do you live far?—*Yes, I do. (No, I don't.)*

1. Do you live near?
2. Do Tom and Ray live far away?
3. Do we live far from Moscow?
4. Do you live here?

III. а) Составьте как можно больше вопросов, прочитайте их, обращая внимание на повышение тона к концу предложения.

1. Do	you they	read books? learn English? want to know English? speak Russian? like books? carry books in bags? do exercises at home? live far from school? ask and answer questions?
2. Does	he Ann	work very well? like to write on the blackboard? want to help us? know English? go to school? speak English well? carry books in the bag? read French books?

б) Напишите по 5 предложений к каждой из таблиц.

IV. Опровергните высказывания и дополните их.

Н а п р и м е р: Kate learns French at school.—*Kate does not learn French at school. She learns English there.*
They know German.—*They do not know German.*
They know Russian.

1. Ann does her exercises at school. 2. Pete likes to go to the post-office. 3. These men work in this shop. 4. We learn German at school. 5. The woman works on a state farm. 6. They go to school four times a week. 7. Mike likes to go in a bus. 8. Kate wants to teach English. 9. Boris lives far from school. 10. We read English books at home. 11. The mechanic lives near the shop.

V. Усомнитесь в правильности данных утверждений.

Н а п р и м е р: They work very well.—*Do they work very well?*
He likes to speak English.—*Does he like to speak English?*

1. Pete's sister works in a hospital. 2. You read English books. 3. He writes exercises in his exercise-books. 4. She learns French at school. 5. Kate's brother works on a farm. 6. Ann helps her mother at home. 7. They know German very well. 8. We live far from Leningrad. 9. Pupils carry books in bags. 10. Kate lives near school.

VI. Прочитайте за учителем.

- a) [e] help, helps; She helps her friend. Help me, Nina.
[ə:] certainly; Do you know Oleg? Certainly, I do.
[ɑ:] dance, dances; Ann dances well. Pete likes to dance.
[ɔ:] all, all pupils; We all learn English; at all; We do not know this man at all. The chalk is not at all good.
[ɪ] English, young, sing, he sings; He sings well; song, songs, sing a song; Do you like to sing songs?
- б) [eɪ] pavement; lazy, a lazy pupil; He doesn't like to work, he is lazy. We don't like lazy pupils.
[ɑ:] hard, to work hard; The woman works hard.
[ɔɪ] boy, boys; There are eight boys in our class.
[ɔ] a lot of, a lot of books, a lot of people; I have a lot of work.
[ɔ:] always; She always helps her mother. He always carries his books in this bag. We always answer the teacher's questions.
[h] he, who, help; hundred, two hundred; Petrov has hundreds of books at home.
[ə:] first, girl, girls; Ann is a Russian girl. This girl works hard.
[tʃ] chair, child, a child; This woman has a child. Her child is five; children; Oleg Ivanov has two children, a boy and a girl.
[ʃ] she, shop, should; I should go there. He should work hard.

VII. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ɪ]	[tʃ]	[ə]	[ju:]	[ʌ]
English	chalk	them	pupil	us
sing	chair	that	student	but
singer	child	these		under
young	teacher	those		Russian

VIII. Прочитайте за учителем и переведите предложения.

Н а п р и м е р: She should help her mother.— *Ей следует помочь маме.*

1. We should speak English at our English lessons. 2. We should work hard at school. 3. They should answer all these questions. 4. You should know German. 5. You should do this exercise at home. 6. You should sing English songs. 7. You should help your sister.

IX Закончите предложения.

1. He should . . . 2. Ann should . . . 3. We should . . . 4. The boys should . . . 5. Mike should . . . 6. Alec should . . . 7. They should . . .

- ⊙ X. 1. Прослушайте текст в грамзаписи, не глядя в книгу.
2. Скажите, кто из ребят упорно работает, а кто ленится.
3. Прочитайте текст и найдите в нем предложения, из которых видно, что в Англии имеются: а) школы для мальчиков и для девочек; б) хорошие и плохие учащиеся.
4. Выпишите и переведите предложения из текста, включающие следующие слова: all, at all, lazy, sing, songs.

BOB AND ROSE

Bob and Rose are English children. Bob is fifteen. Rose is fourteen. They are brother and sister. They go to school. Bob goes to a boys' school and Rose goes to a girls' school. The children's schools are not far from home. At school Bob learns English and German. Rose learns English and French. Bob and Rose have a lot of books at home. They have English, German and French books.

Rose is a very good pupil. She always works hard. She reads a lot of books. She always does all her exercises. She always helps her mother at home.

Bob does not work hard. He does not work at all. He does not like books and he does not like school. He does not like to help his mother at home. He is a lazy boy. He only likes to sing and dance. He knows some English songs, and he likes to sing them.

- XI. а) Назовите хороших учеников в вашем классе и скажите, почему вы считаете их хорошими.
б) Назовите ленивых учеников, если они есть, и скажите, почему вы считаете, что они ленивые.

XII. Напишите существительные в форме множественного числа.

A boy, a man, a girl, a woman, a song, a road, a question, a text, a piece, a week, a child, a lesson, a box, a car.

XIII. Напишите слова в алфавитном порядке.

Well, hard, thin, all, child, fat, know, home, us, lesson, help, young, clean, short, chair, lazy, tall, go, very, do.

XIV. Прибавьте к глаголам суффикс -er и переведите полученные существительные на русский язык. (Помните, что если глагол оканчивается на e, то добавляется только r.)

Н а п р и м е р: work—*worker* (рабочий)
write—*writer* (писатель)

Sing, write, read, dance, speak, learn, do, help, teach.

XV. а) Назовите числительные от 2 до 9.
б) Прочитайте за учителем, обращая внимание на образование сложных числительных.

2—20 two — twenty	7—70 seven — seventy
3—30 three — thirty	8—80 eight — eighty
4—40 four — forty	9—90 nine — ninety
5—50 five — fifty	1—100 one — one hundred
6—60 six — sixty	238 two hundred and thirty-eight

в) Прочитайте числительные:

27, 48, 54, 37, 65, 92, 83, 71, 287, 345, 493, 657, 128, 984, 599, 600.

XVI. Закончите предложения выражением *at all* там, где необходимо.

Н а п р и м е р: I don't know French—*I don't know French at all.*

He does not want to go there—*He does not want to go there at all.*

1. This boy does not speak English at the lessons 2. At our English lessons we don't speak Russian 3. I don't like this bag 4. We don't know this girl 5. They do not want to help us 6. I do not know this road 7. I do not want to read this book 8. She doesn't live far from school

XVII. Спросите вашего друга, что он любит делать и что он хочет делать (работа в парах). Задайте не менее 4—5 вопросов.

Н а п р и м е р: *Do you like . . . ? Do you want to . . . ?*

© XVIII. 1. Прослушайте диалог 2, а затем произнесите его за диктором.

DIALOGUE 2

1

A: I want to know **German**. And you, Alec? Do you want to
2
know it?

B: Oh, yes, certainly.

A: So we should work hard.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

1	2
French	to learn
English	to read

5. Составьте диалог и воспроизведите его в парах.

XIX. Прочитайте текст про себя и скажите по-английски: кто помогает сестре делать уроки, что любит делать дома Игорь, кто единственный мужчина в доме.

You know Sasha, Igor and Vadim are good friends. They are good pupils and are not lazy at all.

The boys like school and always work hard. They work hard not only at school, but at home, too.

Sasha helps his sister with her lessons. Igor likes to help his father with his lorry. Vadim always helps his mother. He should do hard work. He knows he is the only man at home.

Прочитайте и запомните пословицу.

Live and learn. — Век живи — век учись.

Новые слова

all весь, вся, всё, все

always всегда

at all вообще, совсем

boy мальчик

certainly конечно

child (children) ребенок (дети)

dance танцевать

girl девочка, девушка

hard усердно, упорно; тяжелый

help помогать

hundred сто

lazy ленивый

(a) lot of много, масса

should (work) следует (работать)

sing петь

song песня

Come here!
 Go there! Don't go there!
 Let us go there! Don't let him go there!
 (c. 346)

I. Прочитайте за учителем.

- [ʌ] **come**; Come here. Come to the blackboard. Come to me; **shut**; Shut your books; **club, clubs**; There is a club in Danilovo.
- [ou] **go, don't, don't go, home**; Don't go home. Don't go home alone; **open**; Open your books. Open your exercise-books. Don't open your book, Mike. Don't open your exercise-books.
- [eɪ] **day, days, today**; We have an English lesson today.
- [i:] **week, weeks**; There are seven days in a week; **week-day**; We go to school on week-days; **free**; We are not free on week-days.
- [ɪ] **busy**; He is busy. We are busy on week-days. Are you busy today?
- [e] **let, let us, let him, let me, let her, let them, let Mike**; Let us read the text. Let me answer this question. Let him go there. Let her do this exercise. Let them go home. Don't let him go there; **when**; When do you go to school? When I am free, I go to the club; **every, every day, every week, every lesson, every pupil**; We speak, read and write at every English lesson; **end, week-end**; Lida's friends come to the state farm on week-ends; **spend**; He spends his week-end with his friends.

⊙ II**. a) Произнесите за диктором в паузы, обращая внимание на интонацию. Составьте как можно больше предложений.

1. Come	here! to the blackboard! to the teacher's desk! to the club!	2. Go	there! to school! to the club! to the post-office!
---------	---	-------	---

3. Read	the text! the rhyme! the exercise!	4. Open Shut	the book! the exercise- book! the box!
5. Take	this pen! the piece of chalk! the bag!	6. Help	me! your mother! Oleg's sister!
7. Give	him Ann them	that English book! the map! these two Russian books!	
8. Take	the map the picture the bag the pencil	and give it	to Mary. to your sister. to him. to Alec's father.
9. Don't	write this exercise! shut your book! speak Russian at the English lessons! go there in a car!		
10. Let	him us her me them Oleg	learn French! speak English! go to the post-office! help the nurse! do this exercise! go to the club!	
11. Don't let	him Ann the children	go there! look at the blackboard! speak Russian at the Eng- lish lessons!	

б) Напишите по 3 предложения к каждой из таблиц.

III. Попросите товарища: 1) открыть книгу, закрыть тетрадь, дать вам карандаш, взять портфель, помочь вам, пойти с вами в клуб; 2) не брать ручку, не закрывать тетрадь, не давать вам карту, не смотреть на картинку, не писать в этой тетради (работа в парах).

- ⊙ IV. 1. Прослушайте диалог 3, а затем произнесите его за диктором.

DIALOGUE 3

A: Whose ¹ book is this?

B: It's ² Kate's.

A: Let ³ me take it!

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

1	2	3
bag	Mike's	him
pen	Ann's	Igor
map	Alec's	her
picture	Pete's	them

5. Составьте диалог и воспроизведите его в парах.

- V. Прочитайте за учителем название дней недели.

Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday.

JANUARY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

- VI. Ответьте на вопросы.

Н а п р и м е р: What is the first day of the week? — *It's Sunday.*

What is the second (fifth, seventh, fourth, third) day of the week?

VII. а) Составьте как можно больше предложений. Отмеченные звездочкой предложения переведите на русский язык.

1. I like	to help my mother to dance with my friends to work with my father in the field	when I am free.
2. I am busy	on Monday. every day. on week-days.* today.	
3. Every	day Sunday week	we work hard.* they read books. pupils help the collec- tive farmers.* the children sing and dance.

б) Напишите по 3 предложения к каждой из таблиц.

VIII. Обратите внимание на следующие пары слов, противоположные по значению. Придумайте предложения с этими словами.

Н а п р и м е р: *Open is the opposite of shut.*

Free, busy; here, there.

- ⊙ IX. 1. Прослушайте текст в грамзаписи, не глядя в книгу, и скажите, в какие дни Маша не работает.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.
4. Скажите, что вы узнали о Маше.
5. Скажите, в какие дни вы (ваша сестра, брат, товарищ) заняты, а в какие — свободны; далеко ли клуб от вашего дома.

MASHA POPOVA

Masha Popova is a nurse. She is a thin, short girl. Masha is young. She is only twenty. She works in a hospital. She likes her work.

Masha is not a lazy girl. She is always busy. She is busy on Monday, Tuesday and Wednesday. She is busy on Thursday and Friday, too. Masha works hard on week-days, but she is not busy every day. She does not work on Saturday and Sunday. She is free on these days.

Masha's father, mother and brother live and work on a state farm. It is not far from the hospital. Masha likes to spend the week-end at home. She has some friends there.

There is a good club on the state farm. Old and young people like to go there when they are free.

X. Расскажите, что вы делаете в будни, а что — в выходные дни.

⊙ XI. 1. Прослушайте диалог 4, а затем произнесите его за диктором.

DIALOGUE 4

A: Today is Wednesday. Are you free on Friday?

B: No, I am not.

A: And what about Saturday?

B: I am busy on Saturday, too.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4. Составьте диалог и воспроизведите его в парах.

Новые слова

And what about...? А как насчет...?

busy занятой

club клуб

come приходить, прибывать; приезжать; подходить

day день

every каждый

free свободный

Friday пятница

her ей, ее (косв. пад. от she)

him ему, его (косв. пад. от he)

let вспомогательный глагол в повелительном наклонении, выражает приглашение, приказание, разрешение

Let us go. Пойдемте.

Don't let. Не разрешайте.

me мне, мной (косв. пад. от I)

Monday понедельник

open открывать

Saturday суббота

shut закрывать

spend проводить; тратить, расходовать

Sunday воскресенье

Thursday четверг

today сегодня

Tuesday вторник

Wednesday среда

week-day будний день

week-end время отдыха с субботы до понедельника

when когда

Lesson Fifteen

15

The Fifteenth Lesson

I. Прочитайте за учителем.

a) [e] red, a red pencil, a red bag; The book is red; yellow, a yellow book; The duster is yellow. The pen is yellow.

[æ] black; The blackboard is black. Give me a black pencil. Take the black pen; flag, a red flag; Our flag is red.

- [i:] green; ceiling, a white ceiling; The ceiling is white. Look at the ceiling. The ceiling is white and clean.
- [w] white; The chalk is white; window; Shut the window. Let's open the window; wall; The walls are yellow. There are two pictures on the wall. There is a map on the wall.
- [ʌ] colour, red colour: What colour is the ceiling?
- [u:] room, in the room; We are in the room. We are in the classroom. Our classroom is clean; blue, a blue pencil; Give me a blue pen.
- [aɪ] nice, a nice girl, a nice room; She has a nice bag. She is a nice woman; light; The room is light. We have a light room; a light day; light green, light yellow.
- [ou] old, cold; The day is cold. It is cold in the room. I am cold. I am not cold.
- [ɔ:] door; Open the door. Let him shut the door; floor; The floor is brown. The floor is light brown.
- б) [e] present, be present; All are present.
- [æ] absent, be absent; Who is absent? Two pupils are absent.
- [ɜ:] warm; The day is warm. Let's open the window. It is warm in the room. I am warm.
- [ə:] word, words, English words; We learn English words at every lesson.
- [ɑ:] large, a large room; Our classroom is large.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[aɪ]	[ɑ:]	[ʌ]	[s]	[ɔ:]
nice	car	us	nice	all
write	farm	club	pencil	tall
white	large	Sunday	ceiling	wall
Friday		duster		

III. Обратите внимание на следующие пары слов, противоположные по значению. Придумайте предложения с этими словами.

Н а п р и м е р: *Present is the opposite of absent.*

Black, white; cold, warm.

IV. Прочитайте прилагательные и выпишите слова, обозначающие цвет.

Light, green, cold, white, brown, warm, red, nice, yellow, large, black, blue.

V. Прочитайте и постепенно расширяйте предложения за счет слов, данных в скобках.

Н а п р и м е р: I have a pencil (red, long, in my hand).—
*I have a red pencil. I have a long red pencil.
 I have a long red pencil in my hand.*

1. Nina Petrovna has a room (nice, large, in this school).
2. There is a desk (black, large, in the room).
3. He is busy (very, always, on week-days).
4. She is a girl (good, young, very).
5. Oleg likes to sing (and dance, on Sundays, in the club).

VI. Прочитайте следующие предложения и скажите о себе.

Например: Sasha is absent today. And what about you? —
I am present.

1. Nina has some English books at home. And what about you? 2. Lena has a blue bag. And what about you? 3. They have two large rooms. And what about you? 4. Pete has a nice sister. And what about you? 5. He is cold. And what about you? 6. The walls are light blue in this room. And what about your room?

VII. Прочитайте за учителем названия изучаемых вами учебных предметов, спишите их и дайте русские эквиваленты:

biology [baɪ'ɒlədʒi], **chemistry** ['kɛmɪstri], **geography** [dʒɪ'ɒɡ-ræfi], **history** ['hɪstəri], **literature** ['lɪtərɪʃə], **mathematics** (maths) [ˌmæθɪ'mætɪks], **physical training** ['fɪzɪkəl 'treɪnɪŋ], **physics** ['fɪzɪks].

VIII. а) Познакомьтесь с расписанием уроков учащихся 10 класса одной из средних школ.

The Time-table of 10 A

Days \ Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.30—9.15	Geography	History	History	Biology	Vocational Training	Algebra
9.25—10.10	Physics	Literature	Geometry	History		History
10.30—11.15	Chemistry	Physics	Geography	English		Chemistry
11.35—12.20	Algebra	Physical Training	Chemistry	Literature		Literature
12.30—13.15	Algebra	Algebra	Physics	Literature		Geometry
13.25—14.10	History	Algebra	Astronomy	Algebra		

б) Составьте расписание занятий в вашем классе на английском языке, следуя образцу.

в) Скажите, какие у вас сегодня уроки. Начните так: *We have...*

- IX. 1. Прослушайте текст в грамзаписи, глядя на рисунок.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.
4. Выпишите из текста предложения со словами **words**, **ceiling**, **warm**, **cold**, **subject**, **today** и переведите их.

AT SCHOOL

This is our classroom. It is light, clean and large. The room is nice. Its ceiling and walls are white, its floor is brown. There is one door and three windows in it. When it is warm, they are open. When it is cold, they are shut. The door is always shut when we have our lessons.

There is a blackboard on the wall. We write on it. On the blackboard there are some words. They are English words. We read them: "We want to know English."

We sit on chairs in front of desks. The desks are nice and green.

The teacher's desk is near the blackboard.

There are not many pupils in our class. There are only seventeen in it. Today fifteen pupils are present, two are absent.

We learn many subjects at school. They are: Russian, English, history, literature, mathematics, physics, chemistry, biology, geography and physical training (or PT).

- X. Замените выделенные слова следующих предложений словами, соответствующими реальной ситуации.

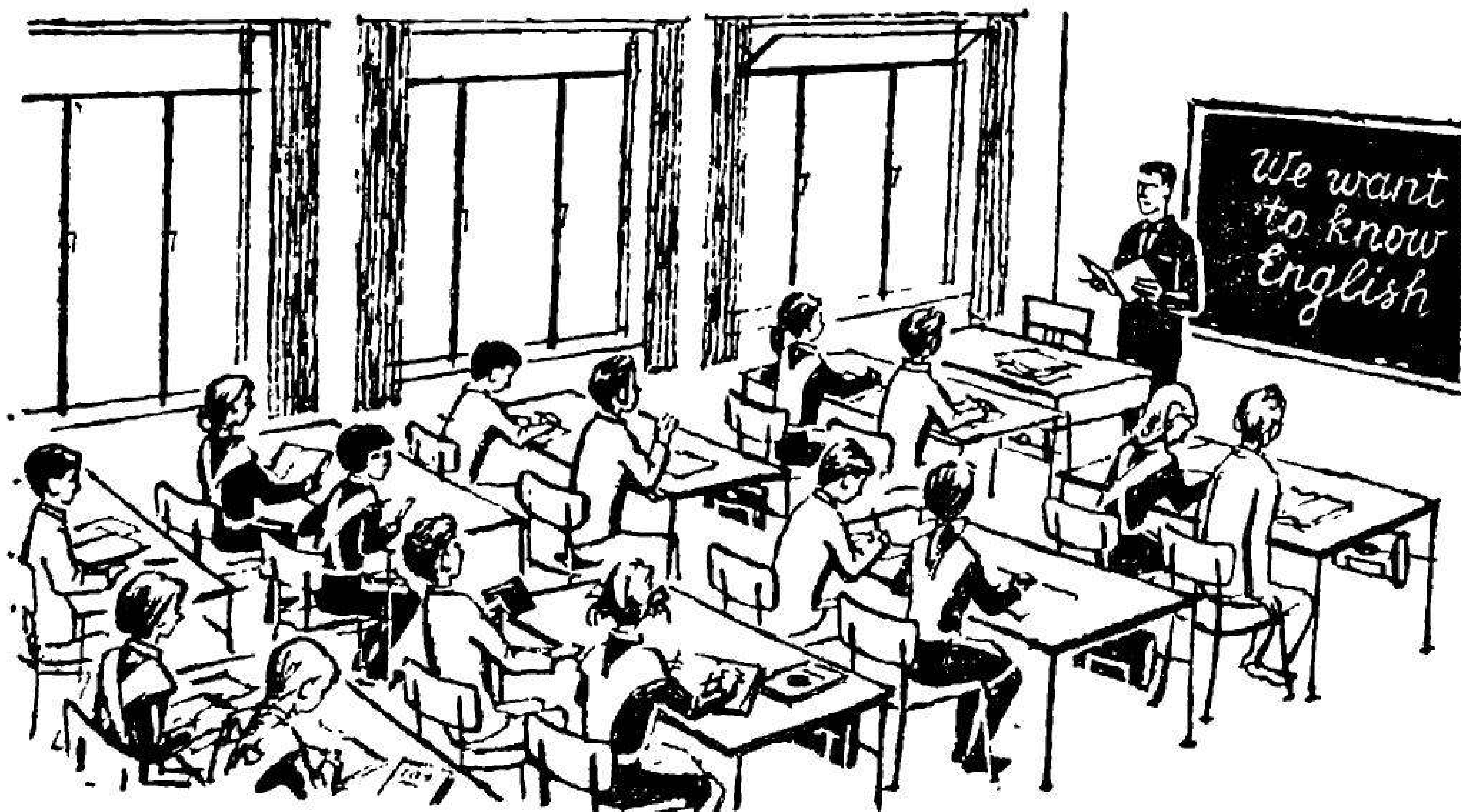
This is a *classroom*.

There are *two* windows in it.

The walls in the room are *light blue*.

We like *our* classroom.

- XI. а) Опишите рисунок устно.
б) Опишите свой класс сначала устно, а затем письменно.



⊙ XII. 1. Прослушайте диалог 5, а затем произнесите его за диктором.

DIALOGUE 5

T: Who is absent today?

P: Mike and Alec are.

T: Is Ann present?

P: Oh, yes, certainly. Here she is!

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4. Составьте диалог и воспроизведите его в парях.

Новые слова

be absent отсутствовать

be present присутствовать

biology биология

black черный

blue синий

brown коричневый

ceiling потолок

chemistry химия

cold холодный; простуда

colour цвет

door дверь

flag флаг

floor пол

geography география

green зеленый

history история

large большой

light светлый

literature литература

mathematics (maths) математика

nice хороший, милый, славный

physical training (PT) физкультура

physics физика

red красный

room комната

subject предмет

time-table расписание

wall стена

warm теплый

white белый

window окно

word слово

yellow желтый

Lesson Sixteen

16

The Sixteenth Lesson

What time is it?

It is seven o'clock.

It is half past two.

It is a quarter past (to) four.

I. Прочитайте за учителем.

[ɔ] watch, a watch; This is my watch; by my watch; It is six fifteen by my watch. What is the time by your watch?
clock, a clock; This is a clock. Look at the clock. It is five o'clock.

[aɪ] right; That's right. This watch goes right.

[æ] **alarm-clock**; This is an alarm-clock. Give me the alarm-clock. Let me take the alarm-clock; **half, past, half past**; It is half past four.

[kw] **quarter**, a quarter of an hour, a quarter past one; It is a quarter past three. It is a quarter to five.

[auə] **tower**; The Kremlin tower; This is the Kremlin tower. This is the **Kremlin tower clock**. The Kremlin tower clock is very large.

[i] **minute, minutes**; It's five minutes to two.

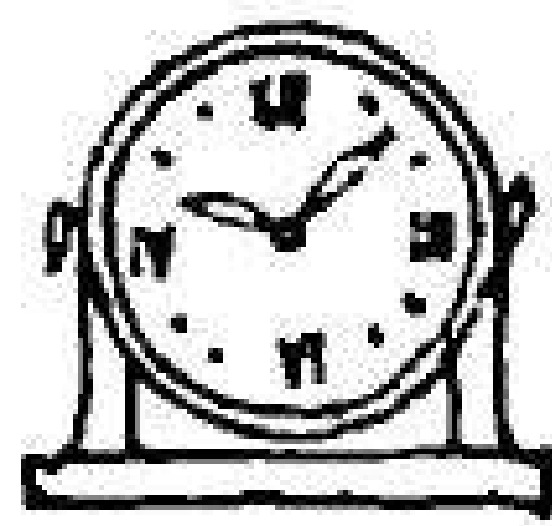
II. Проверьте правильность чтения. Напишите данные слова под следующими транскрипционными знаками: [s], [θ], [ð], [ʌ], [ə:], [æ], [ɔ:], [w].

All, them, three, girl, tall, week, black, warm, her, ceiling, Russian, window, bag, shut, wall, with, maths, word, Ann, nice.

III. Прочитайте самостоятельно.



This is a watch.



This is a clock.



This is an alarm-clock.



This is the Kremlin tower clock.
It is in Moscow.

This is Big Ben.
It is in London.

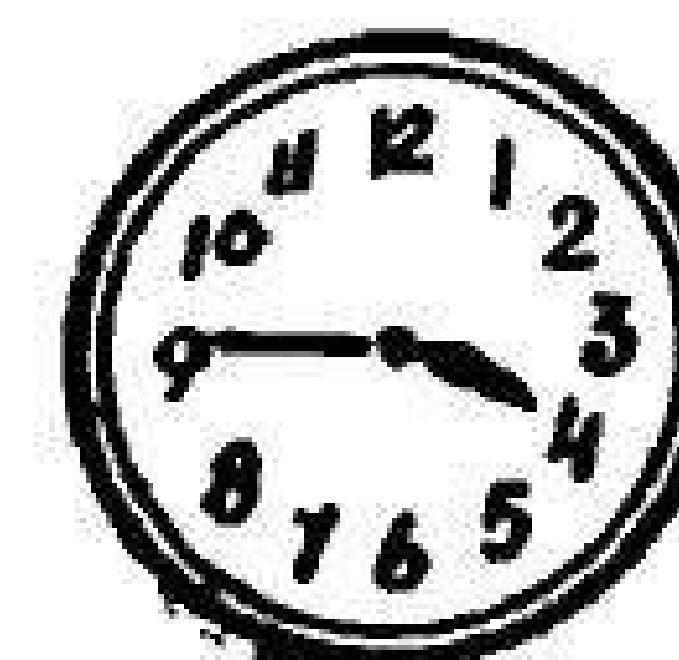
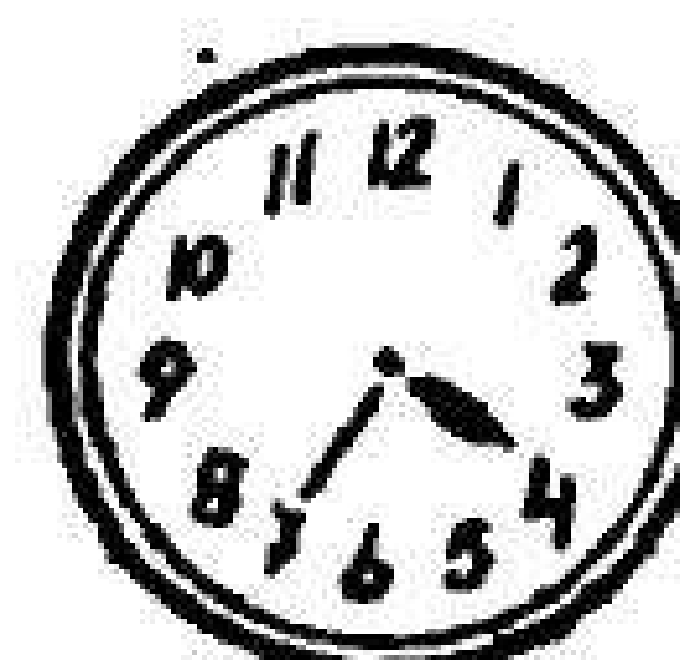
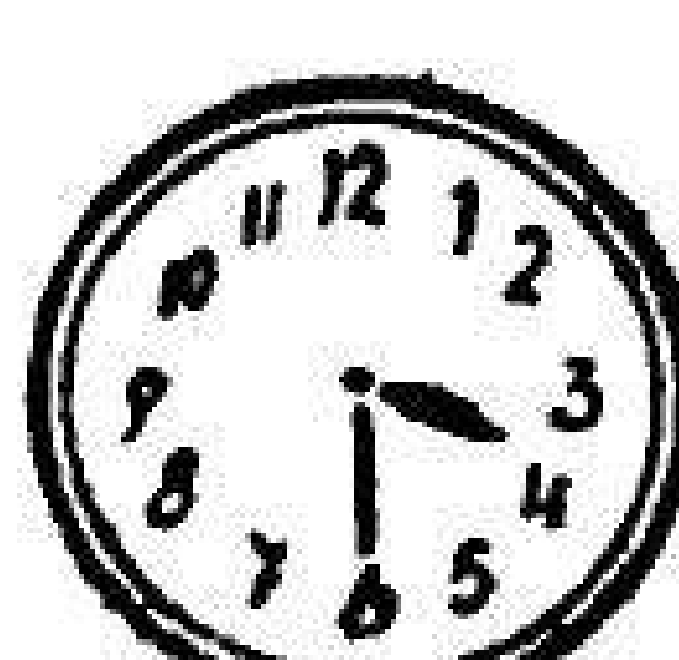
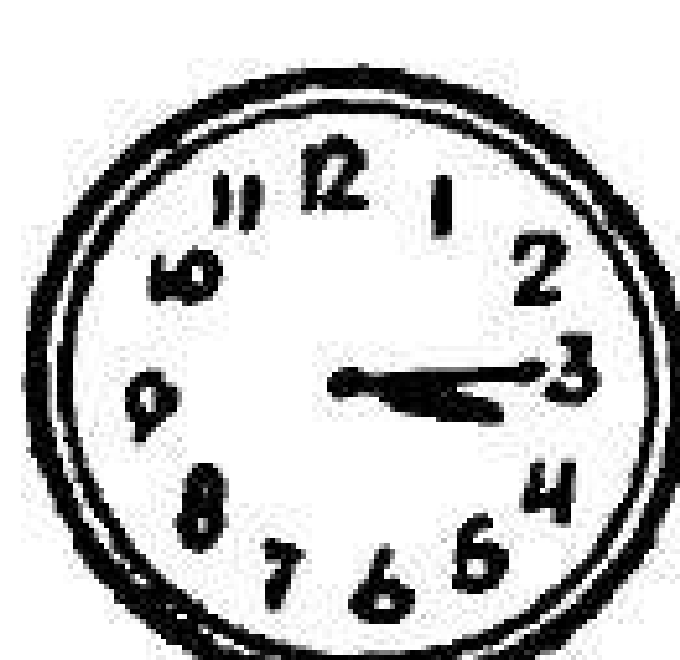
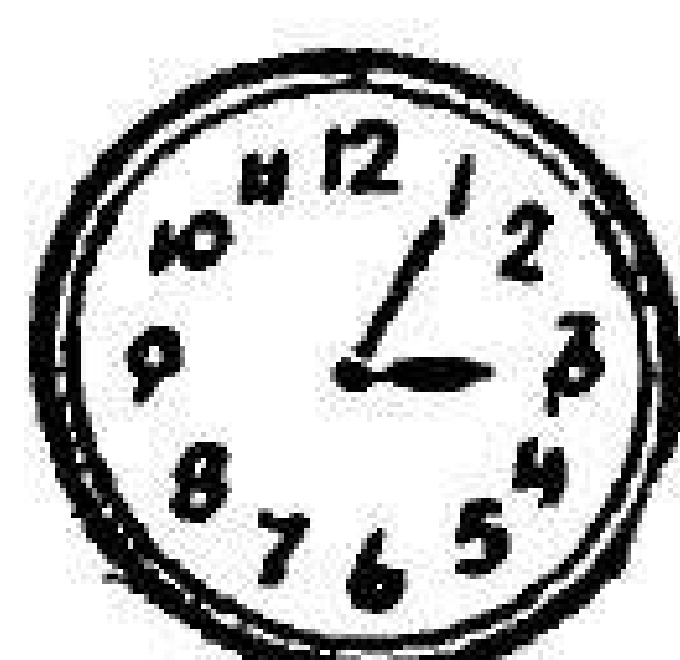
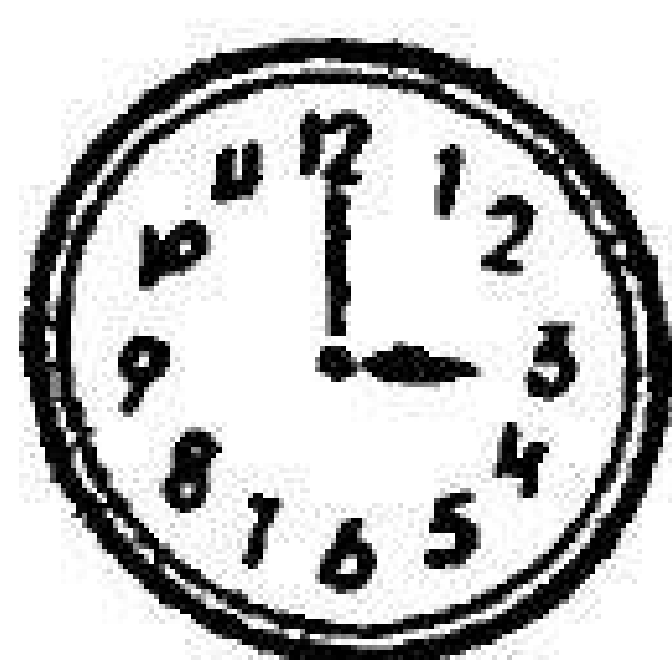


The Kremlin tower clock and Big Ben are very large.

- ⊙ IV. 1. Прослушайте текст в грамзаписи, глядя на рисунок.
2. Повторите текст вполголоса за диктором.
3. Прочитайте текст вслух.

THE TIME

Look at the pictures of the clock. What time is it? What is the time? What's the time?



It is three o'clock. It's five (minutes) past three. It's a quarter past three. (It's three fifteen.) It's half past three. (It's three thirty.) It's twenty-five (minutes) to four. It's a quarter to four. (It's three forty-five.)

- V. а) Скажите, сколько времени на часах, которые показывает вам учитель.
б) Спросите у товарища, сколько времени

- VI. Прочитайте текст и скажите: 1) сколько у Олега дома часов; 2) какие часы ходят правильно, а какие нет; 3) какие часы Олег хочет иметь.

Oleg Petrov has two clocks at home: an alarm-clock and a clock on the wall. The alarm-clock is not nice, but it goes right. Oleg likes this clock. He always knows the right time.

The clock on the wall is a large clock. It is light brown. The clock is very nice. People like this clock when they look at it. But the clock does not go right.

Oleg has no watch and he wants to have a nice watch.

- VII. Скажите, какие часы есть у вас дома, правильно ли они ходят и нравятся ли вам.

- VIII. Прочитайте за учителем.

[aʊ] round, a round clock; now; Let us read now. It is ten o'clock now. What time is it now?

[aʊə] hour, hours; There are twenty-four hours in a day.

[kw] square, a square watch, a square clock.

[ɔ:] morning, in the morning; We go to school in the morning. Good morning! small, a small boy, small children, a small room; before; Saturday is before Sunday.

[ɑ:] after, afternoon, in the afternoon; Good afternoon! part, parts, the parts of the day.

[i:] evening, in the evening; Good evening!

[aɪ] night, at night, tonight; Good night!

[eɪ] make; Sixty seconds make a minute. Sixty minutes make an hour.

- IX. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[aɪ]
 five light
 nine night
 time right

[ɔ:]
 all or
 tall morning
 small

[eɪ]
 day
 say

[k]
 black car
 clock clean
 doctor

Помните, что буква c читается как [s] только перед гласными e, i, y и как [k] во всех остальных случаях.

Например:

c
 [s] [k]
 nice clock
 certainly second
 pencil doctor

- X. Произнесите следующие сочетания слов с понижающейся и повышающейся интонацией. Помните, что при встрече эти слова произносятся с понижением голоса, при расставании — с повышением.

Good morning!	Good morning!
Good afternoon!	Good afternoon!
Good evening!	Good evening!
Good night!	Good night!

- XI. а) Составьте предложения, соответствующие реальной действительности.

1. The Kremlin tower clock in Moscow Big Ben in London The clock in our school Our clock at home	is	round. square.
2. Morning A wall Night	is a part of	a room. a day.

б) Напишите по 2 предложения к каждой из таблиц.

- XII. Прочитайте и подтвердите или отвергните следующие предложения.

Н а п р и м е р: Your watch is round.— *That's right. That is not right.*

1. Your school is small. 2. You like mathematics. 3. We should work hard to know English well. 4. Masha Popova is a lazy girl. 5. You live far from school. 6. You go to the club with your friend.

- XIII. Прочитайте предложения, употребив нужные по смыслу слова: seconds, a day, minutes, a week.

1. Sixty . . . make an hour. 2. Sixty . . . make a minute.
3. Twenty-four hours make 4. Seven days make

- XIV. Обратите внимание на следующие пары слов, противоположные по значению. Придумайте предложения с этими словами.

Н а п р и м е р: *I live in a long street.*

Large, small; long, short; after, before.

- XV. Задайте друг другу вопросы и ответьте на них.

Н а п р и м е р: What day is before Sunday?— *Saturday is.*
What day comes after Sunday?— *Monday does.*

1. What day is before Monday? 2. What day comes after Tuesday? 3. What day is before Friday? 4. What day comes after Saturday?

- ⊙ XVI. 1. Прослушайте текст в грамзаписи. Обратите внимание на интонацию, с которой произносится **Good night**.
 2. Повторите текст вполголоса за диктором.
 3. Прочитайте текст вслух.
 4. Назовите части дня. Скажите, что вы делаете утром, днем и вечером.

PARTS OF THE DAY

There are four parts of the day: morning, afternoon, evening and night.

Morning is the first part of the day. It is the time from sunrise till 12 o'clock a. m. In the morning we are busy. We go to school. When we come to school, we say "Good morning" to one another.

The second part of the day is afternoon. The English afternoon is the time from 12 o'clock a. m. to 6 o'clock p. m. In the afternoon people say "Good afternoon". In the afternoon we come home from school.

Evening is the third part of the day. It is the time from 6 o'clock p. m. till sunset. In the evening we do our homework: we read and write, learn English, history, literature, mathematics, physics and other subjects. When friends come, they say "Good evening".

Night is the fourth part of the day. It is the time from sunset till sunrise. At night we are free. When friends go away, they say "Good night".

XVII. Напишите следующие указания времени словами.

Н а п р и м е р: 8.10 — *It's ten minutes past eight.*

4.15; 6.20; 7.30; 9.55; 11.45; 12.05.

XVIII. Прочитайте предложения, употребив слова, отражающие реальную ситуацию, а затем скажите их, не глядя в книгу.

Today is Monday.

We have six lessons.

They are: literature, maths, English and physical training.

We go home at a quarter past two.

Прочитайте и запомните пословицу.

An hour in the morning is worth two in the evening. — Утро вечера мудренее.

Н о в ы е с л о в а

after после

afternoon время после полудня

in the afternoon после полудня, днем

Good afternoon! Добрый день!
alarm-clock будильник

before перед

Big Ben Большой Бен (часы на здании английского парламента)

clock часы (стенные, настольные, башенные)

Kremlin tower clock	Кремлевские куранты	part	часть
It is seven o'clock.	Семь часов.	quarter	четверть
evening	вечер	right	правильный; правый
in the evening	вечером	That's right.	Правильно.
Good evening!	Добрый вечер!	round	круглый
half	половина	say	говорить, сказать
hour	час	second	секунда
long	длинный	small	маленький
make	делать; производить; составлять	square	квадратный
minute	минута	sunrise*	¹ восход солнца; утренняя заря
morning	утро	sunset*	заход солнца; закат; вечерняя заря
in the morning	утром	time	время
Good morning!	С добрым утром!, Здравствуйте!	What is the time?	Сколько времени?
night	ночь; вечер	tower	башня
at night	ночью; вечером	watch	часы (карманные, наручные)
tonight	сегодня вечером	by your watch*	по вашим часам
now	сейчас, теперь		

Lesson Seventeen

17

The Seventeenth Lesson

It is spring.
 In spring the days are longer than in winter.
 The longest day is the 22nd of June.
 Mike is as tall as Pete.
 Kate is not so thin as Ann.

(с. 334)

- I. Прочитайте за учителем и обратите внимание на образование сравнительной и превосходной степеней прилагательных.

long — longer — longest
 short — shorter — shortest
 cold — colder — coldest
 warm — warmer — warmest

Помните, что, как и в русском языке, от прилагательных good — «хороший» и bad — «плохой» степени сравнения образуются не по правилу:

good — better — best
 bad — worse — worst

¹ Здесь и в дальнейшем слово со звездочкой в разделе «Новые слова» дается только для понимания текста.

II. a) Образуйте сравнительную и превосходную степени от прилагательных.

1) Прибавьте суффиксы -er и -est:

small, tall, old, young, fast, light, clean, warm, cold;

2) опустите конечное e перед добавлением суффиксов -er, -est:

large, nice;

3) измените y на i перед добавлением суффиксов -er, -est:

lazy;

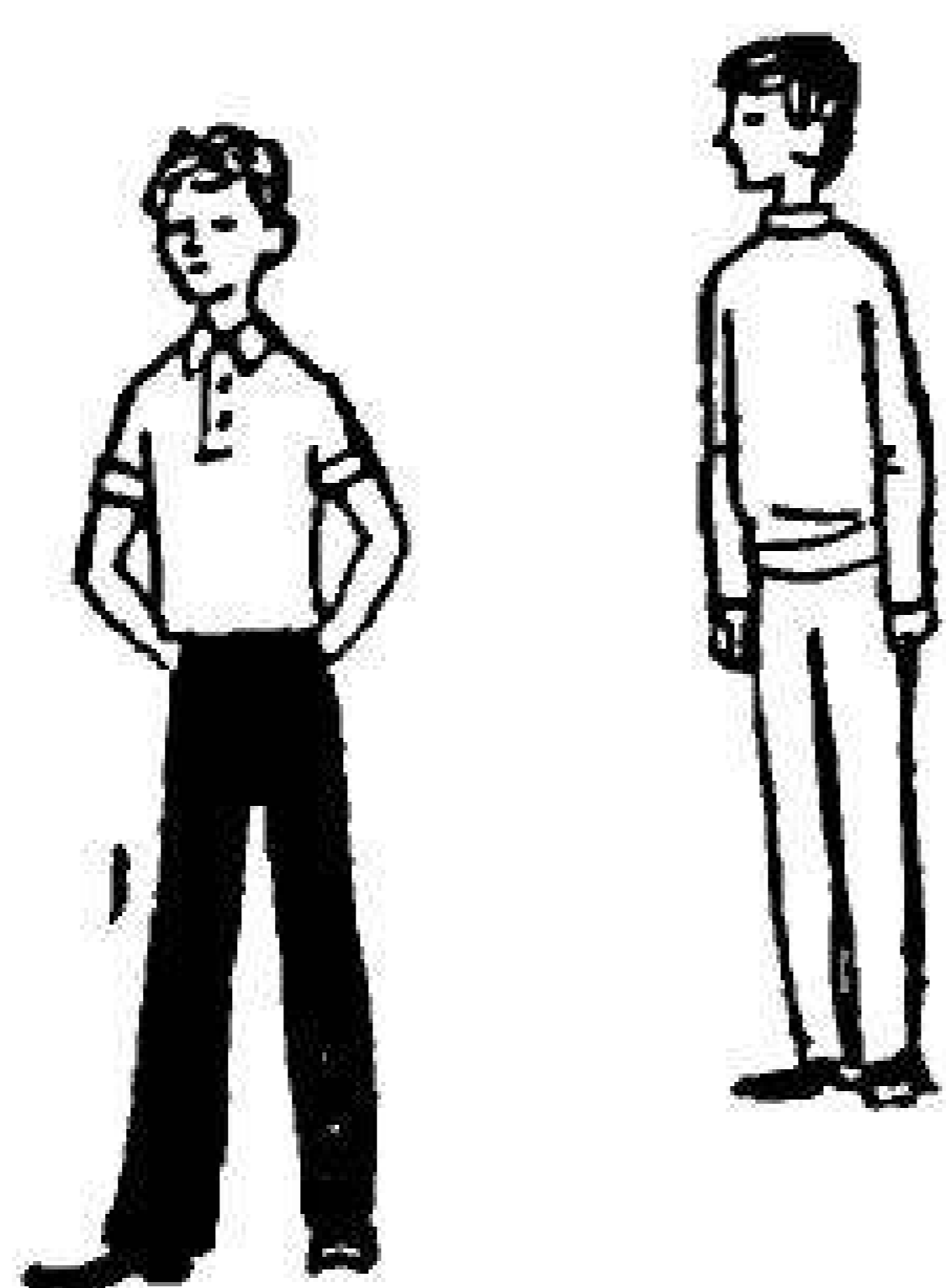
4) удвойте конечную согласную перед добавлением суффиксов -er, -est:

thin, fat, hot.

б) Напишите прилагательные в сравнительной и превосходной степенях, учитывая особенность каждого из них.

Light, thin, nice, good, young, large, hot, fast, bad, fat.

III. a) Посмотрите на рисунки, прочитайте подписи, спишите их и подчеркните в первой as . . . as, во второй not so . . . as.



This boy is as tall as that one.



This girl is not so thin as that one.

б) Прочитайте и спишите предложения, употребив as . . . as.

1. Mike is . . . tall . . . Pete. 2. Kate is . . . nice . . . Ann.
3. My room is . . . light . . . this one. 4. This book is . . . thin . . . that one.
5. Sergei Nosov is . . . old . . . Vadim Ivanov. 6. She is . . . young . . . Oleg's sister.
7. This woman is . . . good . . . that one. 8. Pete knows English . . . well . . . his friend. 9. I live . . . far . . . Kate.
10. He lives . . . near . . . our teacher.

в) Прочитайте и спишите предложения, употребив not so . . . as.

1. I am . . . tall . . . Pete. 2. She is . . . nice . . . Kate. 3. This woman is . . . young . . . that one.
4. The minute-hand runs . . . fast . . . the second-hand. 5. The mechanic lives . . . far . . . the agronomist.
6. His father is . . . old . . . this man. 7. I am . . . thin . . . you. 8. Kate is . . . lazy . . . her brother.
9. This child is . . . small . . . that one.

IV. Прочитайте предложения, употребив слова, отражающие реальную ситуацию, а затем скажите их, не глядя в книгу.

1. Look at this *book*.
It's not so *thin* as that one.
2. I know this *man*.
He is as *old* as *my father*.
He works *at the post-office*.

V. а) Предложите товарищам ответить на вопросы по таблице.

When does your	first second third fourth fifth sixth	lesson	begin? end?
----------------	--	--------	----------------

б) Напишите по 3 вопроса со словами *begin* и *end*.

VI. Задайте друг другу вопросы с *when* и ответьте на них (работа в парах).

Н а п р и м е р: *When does your history lesson begin?—At half past eight.*
When does your English lesson end?—At a quarter past eleven.

VII. а) Посмотрите внимательно на таблицу и постарайтесь догадаться о значении слов колонок I и II. Слова колонок III, IV и V помогут вам в этом.

Four Seasons of Year

I	II	III	IV	V
Seasons	Months	Days	Nights	Weather
Spring	March April May	longer and longer	shorter and shorter	warm sometimes snow or rain
Summer	June July August	long	short	hot sometimes rain
Autumn	September October November	shorter and shorter	longer and longer	not so warm often rain or snow
Winter	December January February	short	long	cold often snow

б) Прочитайте за учителем слова колонок I, II и V.

в) Напишите по-английски время года и месяц, когда вы родились.

Н а п р и м е р: *Winter. January.*

VIII. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ɪ]	[i:]	[ʌ]	[ɑ:]	[eɪ]	[æ]
sing	clean	under	farm	day	bag
spring	teacher	club	hard	May	fat
winter	season	summer	March	say	tractor

IX. Прочитайте вопросы и ответьте на них, пользуясь таблицей (см. упражнение VII а))

1. Which is the first season of the year?
2. Which is the second season of the year?
3. Which is the third season of the year?
4. Which is the fourth season of the year?
5. Which are the spring months?
6. Which are the summer months?
7. Which are the autumn months?
8. Which are the winter months?
9. Which season is the coldest?
10. Which season is the warmest?
11. Which month is the coldest?
12. Which month is the hottest?

X. Задайте друг другу вопросы с *which* и ответьте на них (работа в парах).

Н а п р и м е р: *Which season is before summer?—Spring is.*
Which season comes after summer?—Autumn does.

XI. а) Прочитайте предложения, употребив нужные по смыслу слова.

1. In summer the days are (*shorter, longer*) than in winter.
2. In winter the days are (*warmer, shorter*).
3. In autumn the nights are (*longer, shorter*) than in spring.
4. In winter the nights are (*shorter, longer*) than in summer.
5. The longest days are in (*September, June*).
6. The longest nights are in (*May, December*).
7. The hottest season is (*winter, summer*).
8. The coldest season is (*autumn, winter*).
9. The hottest month is (*October, July*).
10. The coldest month is (*March, January*).

б) Выполните упражнение XI а) письменно.

XII. Усомнитесь в правильности данных высказываний.

Н а п р и м е р: *It sometimes snows in April.—Does it snow in April?*

1. It often rains in September.
2. It often snows in February.
3. It always rains in May.
4. It always snows in January.
5. It sometimes snows in October.
6. It sometimes rains in July.

XIII. Уточните, когда происходят указанные действия.

Н а п р и м е р: It often rains.— *When does it often rain?*

1. It sometimes snows. 2. It always snows. 3. It always rains. 4. It often snows. 5. It sometimes rains.

- XVI. а) Назовите текущий месяц, время года и скажите по-английски о нем все, что можете.
б) Скажите, когда больше всего заняты колхозники и рабочие совхозов и когда они менее заняты.

XV. Прочитайте за учителем.

[aɪ] sky, the sky, the blue sky, in the blue sky; **bright, brightly; shine, it shines; It shines brightly.**

[ʌ] sun, the sun; The sun shines. The sun shines brightly in the sky; **country, countries, this country, in this country; There is a lot of snow in this country.**

[u:] fruit; We all like fruit. There is a lot of fruit in autumn.

[e] vegetables; There are a lot of vegetables in autumn; **pleasant, a pleasant day, a pleasant afternoon, a pleasant evening, a pleasant night; It is pleasant when it snows.**

[ɔ] holiday; The first of May is a holiday; **holidays, summer holidays, winter holidays.**

[aʊ] ground, on the ground; There is a lot of snow on the ground.

[i:] field, fields, in the fields; There are a lot of tractors in the fields in spring.

XVI. а) Обратите внимание на употребление предлогов времени.

in $\left\{ \begin{array}{l} \text{winter, spring, summer, autumn} \\ \text{January, February, March, April ... December} \\ \text{the morning, the afternoon, the evening} \end{array} \right.$

on $\left\{ \begin{array}{l} \text{Monday, Tuesday, Wednesday, Thursday, Friday,} \\ \text{Saturday, Sunday} \\ \text{the first of May} \end{array} \right.$

б) Прочитайте предложения, употребив нужные предлоги вместо пропусков.

1. There is a lot ... snow ... the ground ... winter. 2. The sun shines brightly ... the sky ... July. 3. There are a lot of tractors ... the fields. 4. We have a holiday ... the eighth of March. 5. We have physical training ... Tuesdays. 6. Collective farmers work hard ... spring, summer and autumn. 7. Children go to school ... the morning. 8. We like to read books ... the evening. 9. There is a lot of fruit and vegetables ... autumn.

⊙ XVII. 1. Прослушайте текст в грамзаписи, не глядя в книгу, и ответьте на 3—5 вопросов учителя по содержанию текста.

2. Повторите текст вполголоса за диктором, следя по книге.
3. Прочитайте текст, выпишите из него предложения со словами **pleasant, holidays, vegetables, sky, rain, snow** и переведите их.

SEASONS

It is very nice in spring. The sky is often blue. The sun shines brightly in the sky. It is warm. It sometimes rains, but the rain is warm and pleasant

Spring is a hard time for collective farmers and the workers of state farms. There is a lot of work to do in the fields. Sometimes people are busy from morning till night. Tractors work in the fields day and night.

Children do not work in the fields. They go to school. They should work hard at the end of the school year.

We have some holidays in spring. They are: the Women's Day on the 8th of March, the First of May and Victory Day on the 9th of May.

Summer is as nice as spring. The sun shines brightly. It is warm and sometimes hot. It is warmer and hotter than in spring. The days are longer than in spring. The longest day of the year is the 22nd of June.

In summer children do not go to school. They have summer holidays. They often help fathers and mothers on a collective farm or a state farm. There is always a lot of work there in this season.

Summer is a pleasant season. There is a lot of fruit and vegetables at that time. Some people like summer best of all.

After summer autumn comes. The days are shorter than in summer. The weather is not so pleasant as in spring and in summer. It often rains. The rain is cold and not pleasant at all. In September, the first autumn month, the school year begins in our country.

Autumn is the season of fruit and vegetables. It is the hardest time for collective farmers and workers of state farms. They should work hard in the fields. Pupils always help collective farmers with fruit and vegetables in autumn.

November is the coldest month in autumn. It sometimes rains and it often snows.

On the 7th and 8th of November we have a holiday. People do not work on those days in our country.

Winter is the coldest season in the year. Sometimes the weather is pleasant. It often snows. Some people like when it snows. There is a lot of snow on the ground. The snow is clean and white. The ground is all white with snow. It is pleasant to walk when it is not very cold and it snows.

In winter collective farmers and workers of state farms are not so busy. Children go to school. In January they have winter holidays.

XVIII. а) Расскажите о временах года, используя образец:

It is winter. It often snows. It is cold. Winter is the coldest season of the year. We have holidays in winter.

б) Скажите, какое время года вы больше всего любите и почему.

Прочитайте и запомните пословицы.

1. Better late than never.— Лучше поздно, чем никогда.

2. As clear as day.— Ясный (ясно) как день.

Новые слова

April апрель	month месяц
as . . . as так же . . . как	not so . . . as не такой . . . как
August август	November ноябрь
autumn осень	October октябрь
bad плохой	often часто
begin начинать	pleasant приятный
best лучший	rain дождь
best of all* больше всего	season сезон, время года
better лучше	September сентябрь
brightly ярко, ясно	shine светить(ся); блестеть
country страна	sky небо
December декабрь	snow снег
end заканчивать(ся)	sometimes иногда
February февраль	spring весна
field поле	summer лето
fruit фрукты	sun солнце
ground земля	than чем
holiday праздник	vegetables овощи
holidays каникулы	Victory Day День Победы
hot горячий, жаркий	weather погода
January январь	which какой, который
July июль	winter зима
June июнь	worse хуже
March март	worst самый худший
May май	year год

Lesson Eighteen

18

The Eighteenth Lesson

He is going to school now.
Is he going to school now?
Yes, he is. No, he is not.
He is not going to school now.

(с. 341)

I. Прочитайте с учителем и запомните новые слова.

get up; I get up at seven o'clock. Do you get up at six? No, I don't. I get up at seven. My mother gets up at six in the morning.

go to bed; I go to bed at 10 o'clock. My youngest sister goes to bed at 9 o'clock. When do you go to bed? I go to bed at half past eleven.

wash; I wash in the morning. He often washes his hands. This child does not like to wash.

dress; he dresses; I get up, wash and dress in the morning.

breakfast, have breakfast; I have breakfast at a quarter to eight. When do you have your breakfast? When does he have breakfast?

dinner, have dinner; I have dinner when I come from school. Father has dinner with us. When does your friend have dinner?

stay; I stay at school from eight till half past two. Oleg often stays at school after classes.

ring; The alarm-clock rings at five minutes to seven.

leave; I leave home at a quarter past eight. My brother leaves home at half past seven. When do you leave home?

wait, wait for; Wait for me near the bus-stop. Let's wait for Ann. **stand, stand up**; Stand up, please.

listen, listen to; Listen to me. Listen to the teacher. Let's listen to this song. I like to listen to Zykina.

watch; Let's watch TV. He watches TV every evening. Do you often watch TV? Do you like to watch TV?

prepare; Mother prepares breakfast for her children. Who prepares dinner for you?

sleep; We sleep at night. Lida likes to sleep long in the morning. Who sleeps in that room?

rest, have a rest; Sergei Petrov likes to have a rest after dinner. **eat**; We should eat fruit and vegetables.

walk, go for a walk; Let's go for a walk. We like to walk when it snows. I do not live far from school, I walk there.

little; a little girl, a little boy, little children; Little children go to bed at nine.

different, different subjects; We learn different subjects at school. Alec and Yuri are brothers, but they are different.

factory, factories; He works at a factory. There are a lot of factories in our country.

family, families; Our family is not large. The family lives near the farm. Do you know Oleg's family?

so, so nice, so different; The sisters are so different. The weather is so nice. He has so many friends.

note, make notes; He always makes notes in a red pencil. **form, the 10th form**; I am in the 10th form.

library, libraries; There are so many books in the library.
 how, how long; How long does Pete stay at school? Till five.
 important, very important; Mathematics is very important for
 people. English is an important subject.
 then; I wash, dress and have breakfast. Then I go to school.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ɪ]	[i:]	[w]	[æ]
winter	clean	wash	map
dinner	season	watch	than
different	please	walk	family
spring	eat	weather	factory
ring	leave	Wednesday	Saturday

III. Повторите за учителем, обращая особое внимание на произношение звука [ŋ].

read — reading	carry — carrying	sing — singing
write — writing	open — opening	ring — ringing
work — working	shut — shutting	go — going
speak — speaking	stand — standing	rain — raining
begin — beginning	do — doing	wait — waiting
stay — staying	help — helping	snow — snowing
sit — sitting	learn — learning	take — taking

IV. 1) Образуйте причастие настоящего времени (Present Participle) от следующих глаголов:

read, open, go, stay, sing, ring, stand, snow, rain, wait;

2) опустите конечное e перед -ing:

write, leave, live, come;

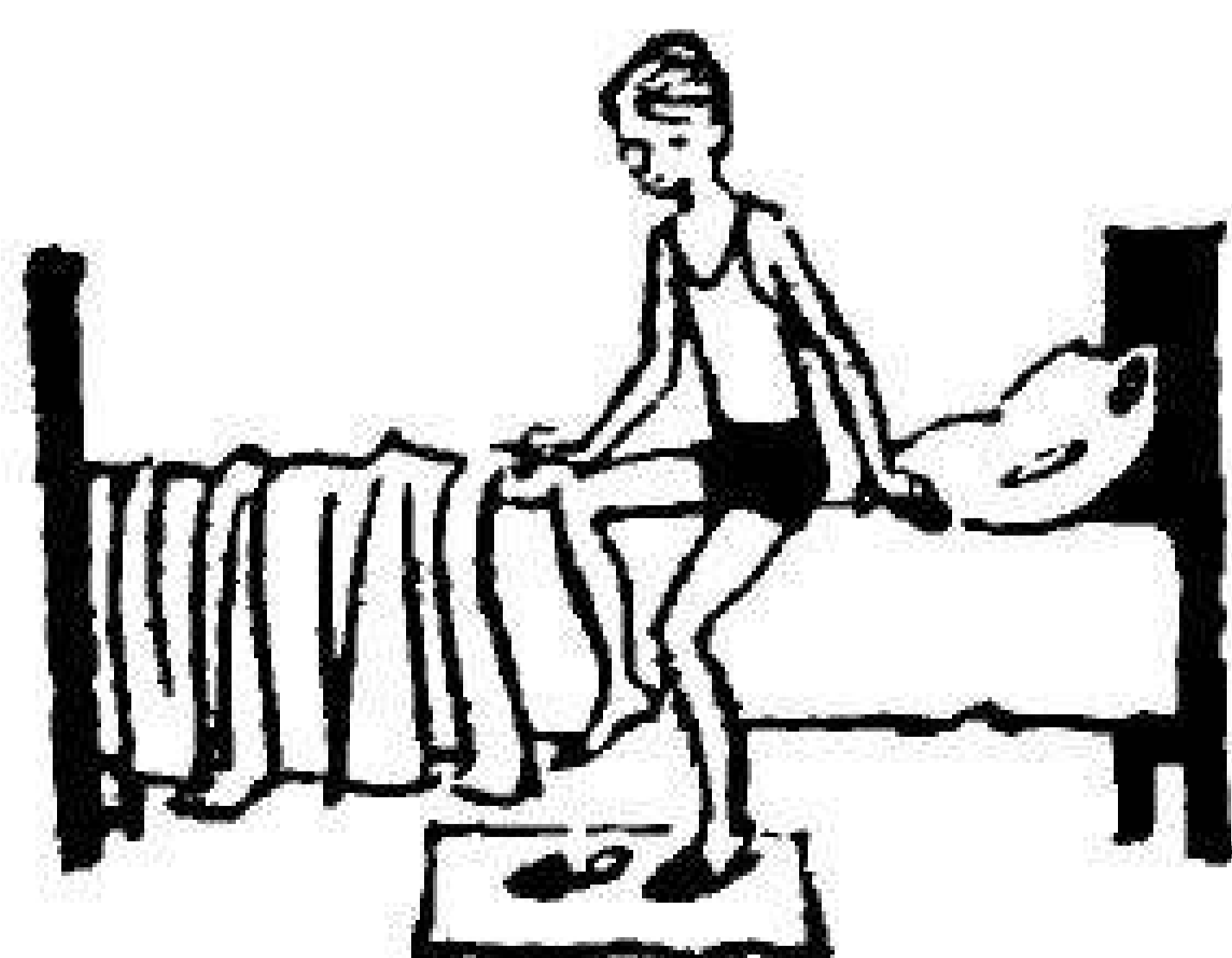
3) удвойте конечную согласную перед -ing:

sit, shut, begin, get.

V. Напишите Present Participle от следующих глаголов:

sleep, learn, speak.

VI. а) Посмотрите на рисунки, обращая внимание на действия, которые выполняет мальчик в указанное время. Прочитайте подписи к рисункам.



A. M. 7.00 Oleg is getting up.



7.05 He is doing his morning exercises.



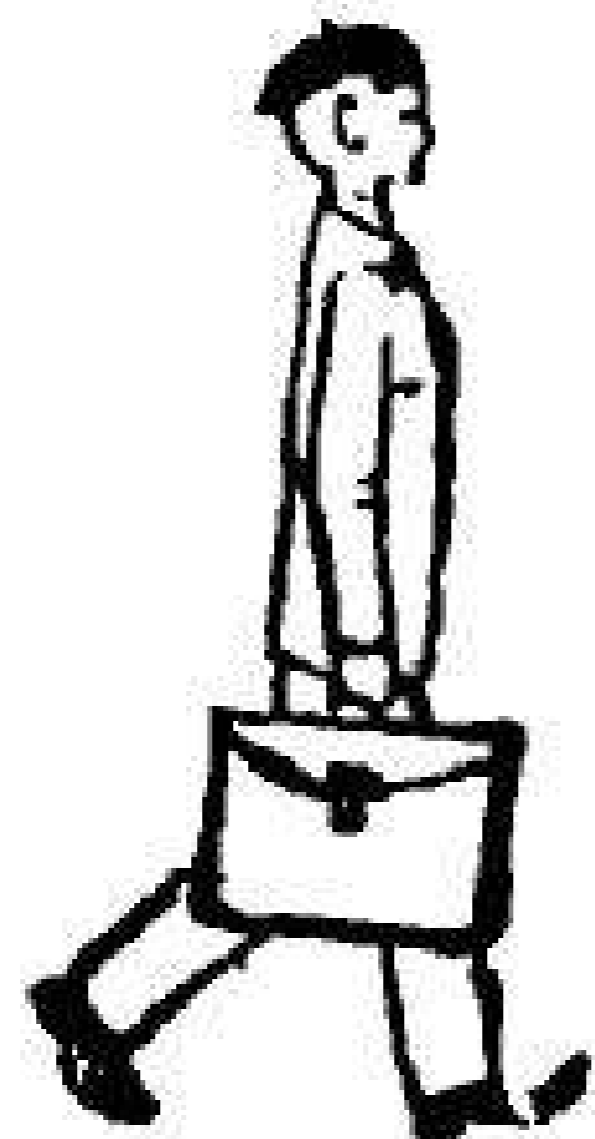
7.15 He is washing.



7.20 He is dressing.



7.25 He is having breakfast.



8.00 He is going to school.



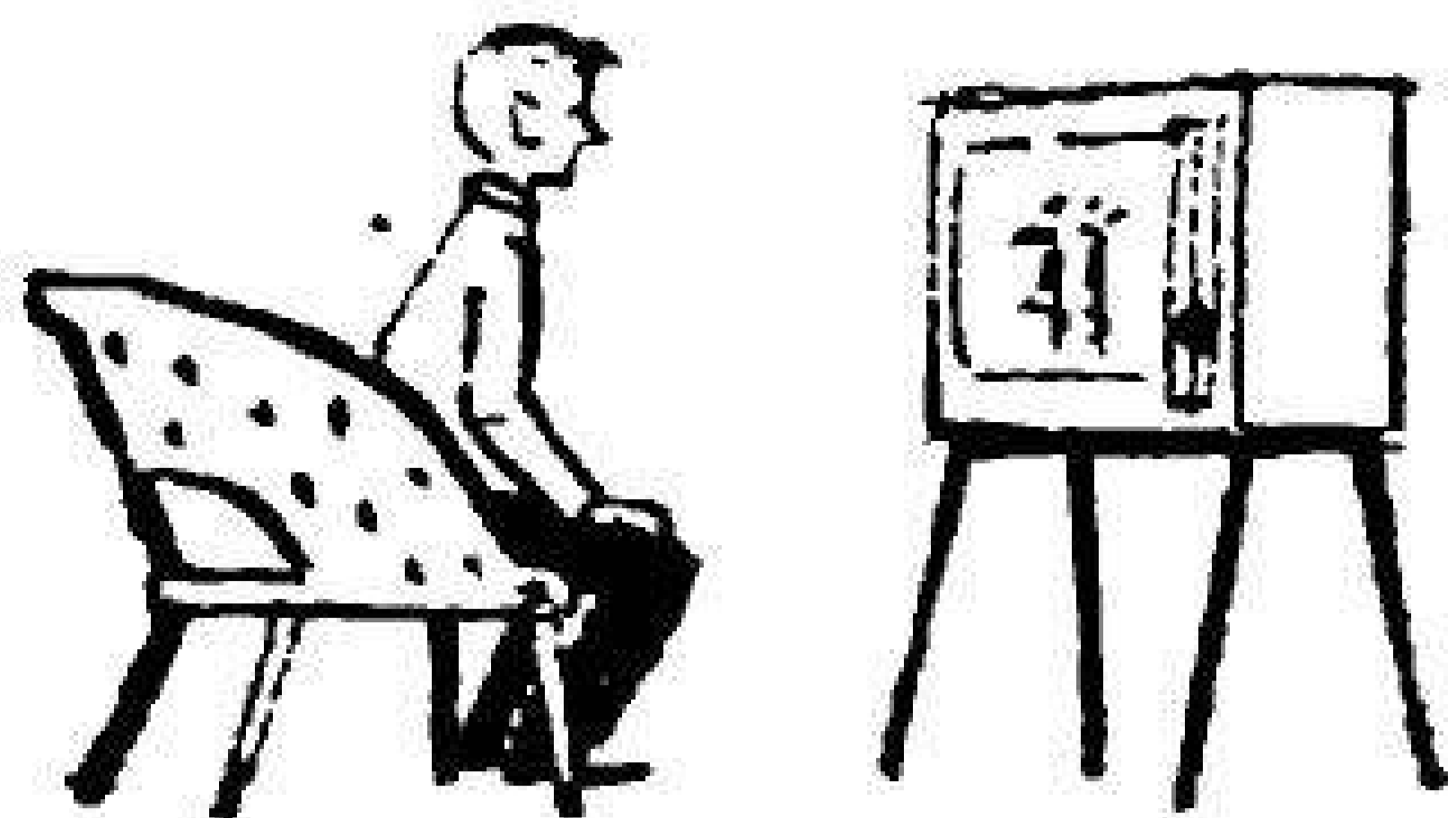
8.30 He is sitting at the lesson.



P. M. 3.30 He is having dinner.



5.00 He is doing his homework.



8.30 He is watching TV.



9.15 He is reading a book.



10.00 He is going to bed.

б) Ответьте на вопросы учителя по картинкам.

Н а п р и м е р: *Is Oleg getting up?—Yes, he is.*
Is Oleg going to bed?—No, he isn't.
What is Oleg doing?—He is getting up.
Who is getting up?—Oleg is.

в) Задайте друг другу вопросы по картинкам и ответьте на них (работа в парах).

г) Скажите, не глядя на подписи, что делает Олег.

VII. Усомнитесь в правильности данных высказываний.

Н а п р и м е р: *The boys are having their history lesson.—*
Are the boys having their history lesson?

1. The teacher is speaking English now. 2. The pupils are reading in the library. 3. They are writing Exercise 2 in their exercise-books. 4. The man is waiting for Pete. 5. The woman is listening to the radio. 6. The family is watching TV. 7. The children are doing their morning exercises. 8. Boris is washing his hands. 9. It is raining. 10. It is snowing.

VIII. Опровергните высказывания и дополните их.

Н а п р и м е р: *Oleg is listening to the radio.—Oleg is not listening to the radio. He is watching TV. He likes to watch TV when he is free.*

1. The teacher is speaking French. 2. We are having a geography lesson. 3. Mike is waiting for his sister. 4. The boys are going from the library. 5. The alarm-clock is ringing. 6. They are eating some fruit. 7. It is raining. 8. It is snowing. 9. We are learning German. 10. We are singing a Russian song.

- IX. 1. Прослушайте диалог 6, следя по книге, а затем повторите за диктором.

DIALOGUE 6

A: Is ¹ Ann ² dancing now?

B: No, she isn't.

A: What is she doing?

B: She is ³ watching TV.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

1	2	3
Kate	helping her mother	reading a book
your sister	doing her homework	listening to the radio
this girl	working on the farm	washing windows

5. Составьте диалог и воспроизведите его в парах.

- X. а) Составьте предложения и прочитайте их, обращая внимание на интонацию.

1. Wait for	me him them Igor's brother	there. ¹
2. Let's wait for	the nurse our teacher the vet the mechanic Pete	in the hospital. near the school. there. ¹ on the farm. in the library.
3. Listen to	me. her. the speaker.	
4. Let's listen to	the radio. these songs. this singer.	

б) Напишите по 2 предложения к каждой из таблиц.

¹ Употребите название места действия, соответствующее реальной ситуации.

XI. а) Обратите внимание на написание следующих существительных в форме множественного числа.

a factory—factories
a family—families
a library—libraries

б) Напишите существительные в форме множественного числа и придумайте с ними предложения.

A doctor, a watch, a song, a box, a library, a man, a note, a child, a room, a woman, a factory, an office.

XII. Прочитайте и объедините слова, противоположные по значению.

Н а п р и м е р: *take—give*

Far, get up, small, near, go to bed, large, come, to, black, go, from, white, open, tall, shut, old, short, young, work, leave, go for a walk, stay, winter, hot, morning, summer, cold, evening, rest, stay at home.

XIII. Прочитайте предложения, употребив следующие слова: *all of us, till, make notes, watch, important, library, prepares, different, go for a walk, rest.*

1. We learn a lot of . . . subjects at school. 2. Mother . . . breakfast and dinner for all of us. 3. Sometimes we stay at school . . . 5 o'clock. 4. I don't like to . . . when I listen to a text. 5. Pete's family has a good . . . at home. 6. He has books in . . . subjects in his library. 7. . . . help collective farmers in summer. 8. We often . . . in the evening. 9. They don't . . . TV every day. 10. On Sundays we

XIV. Прочитайте предложения, употребив нужные по смыслу слова.

1. I (*leave, live*) in Gagarin Street. 2. I (*leave, live*) home at a quarter past eight. 3. Spring is warmer (*then, than*) autumn. 4. We learn the words and (*than, then*) read the text. 5. Alec rests (*little, a little*). 6. Look at that (*little, a little*) boy.

XV. Расположите следующие слова в алфавитном порядке:

Stay, carry, duster, keep, ground, rain, week-end, holiday, important, ring, different, wait, rest, walk.

XVI. 1. Прочитайте текст и докажите, что:

1) Oleg is a good boy; 2) Oleg works hard on week-days; 3) Oleg is not lazy.

2. Скажите, что делает Олег каждый день. Используйте рисунки упражнения VI.

Н а п р и м е р: *Oleg gets up at 7 o'clock (every day).*

OLEG'S WORKING DAY

You know Oleg lives with his family in Danilovo. He is a pupil of the 10th form. He is a member of the Komsomol.

Oleg is very busy on week-days. Every morning he goes to school. The school is not so far from Danilovo. It is on the nearest state farm. The boy goes there in a bus. The bus takes boys and girls and carries them to school.

Here is Oleg's working day. The alarm-clock rings at 7 o'clock and Oleg gets up. He does his morning exercises at the open window, washes and dresses. Oleg's mother gets up an hour before Oleg. She prepares breakfast for the family. After breakfast Oleg leaves home. The bus is waiting for the children near the shop. Oleg goes to school with his friends. He stays at school till 2 or 3 o'clock. Then he comes home. His mother waits for him. They have dinner. After dinner he rests a little or helps his mother or father. Then he does his homework in different subjects: in English, history, mathematics, physics and others.

Sometimes Oleg stays at school a little longer. There is a good library there. Oleg likes to work in the library. He often does his homework there.

In the evening Oleg likes to stay at home. He watches TV, listens to the radio or reads a book. He sometimes goes for a walk with his friends. On Saturday and Sunday Oleg often goes to the club.

XVII. Ответьте на вопросы.

1. When do you get up?
2. When do you have your breakfast?
3. When do you go to school?
4. How long do you stay at school?
5. What do you do when you come from school?
6. What do you do in the evening?
7. When do you go to bed?

XVIII. а) Опишите свой рабочий день, используя вопросы упражнения XVII в качестве плана.

б) Опишите рабочий день матери (сестры, брата, отца или товарища). Помните, что с **he (she)** глаголы нужно употреблять с окончанием **-s (-es)**.

Н а п р я м е р: *He gets up.*

в) Напишите рассказ о своем рабочем дне.

Прочитайте и запомните пословицу.

A good beginning makes a good ending.— Лиха беда начало.

Supplementary Reader: ¹ 'Professor Panin'

¹ Здесь и в последующих уроках указывается текст в «Книге для чтения.»
Задание дано непосредственно перед текстом.

Новые слова

all of us	все	little	маленький
breakfast	завтрак	a little	немного
have breakfast	завтракать	member of the Komsomol	комсомолец, комсомолка
different	различный	note	заметка, запись
dinner	обед	prepare	готовить
have dinner	обедать	radio	радио
dress	одеваться	rest	отдых; отдыхать
eat	есть, кушать	ring	звонить
factory	завод, фабрика	sleep	спать
family	семья	so	так, таким образом
form	класс	stand	стоять
get up	вставать, подниматься	stand up	встать
go for a walk	идти гулять	stay	оставаться
go to bed	ложиться спать	then	тогда; затем
how (how long)	как (как долго)	till	до
important	важный	wait (for)	ждать
leave	оставлять, покидать	wash	мыть(ся)
library	библиотека	watch TV	смотреть телевизор
listen (to)	слушать		

Lesson Nineteen

19

The Nineteenth Lesson

This flower is more beautiful than that one.
This is the most important subject.
Your room is larger than mine.

(с. 334)

I. а) Прочитайте с учителем и запомните новые слова.

how; How many? How do you do? How many books are there on the desk?

much; How much? very much; How much fruit do you eat every day? I like English very much.

beautiful, a beautiful picture; There are some beautiful pictures on the wall. She is so beautiful.

in front of; The teacher always stands in front of the class.

behind, behind the door; Mike sits behind Lena.

garden; There is a beautiful garden in front of the club. We like to work in the garden.

flower, beautiful flowers; There are a lot of beautiful flowers in front of the library. Look at the flowerbed, please. It is so beautiful.

consist, consist of; The family consists of Father, Mother and three children.

flat, a good flat, a large flat; They have a two-roomed flat. The flat consists of three rooms.

house, houses; There are a lot of beautiful houses there. The house consists of four flats.

new, a new book, a new flat; They live in a new flat. Pete lives in a new house.

big, bigger, biggest; Moscow is bigger than Minsk.

middle, in the middle of; There is a big flowerbed in the middle of the garden.

left, my left hand; Here is my left hand. Come and sit on my left hand.

right, my right hand; on the right; Here is my right hand. Come and sit on my right hand.

daughter; This woman has two daughters. One of her daughters is a student.

son; He has two sons. The youngest son drives a tractor.

see; Do you see that picture? Don't you see how to do it?

show; Show me your flat. Anna likes to show people her garden.

cook; Mother cooks dinner for us. Do you like to cook?

food; We cook food. Who cooks food for you?

stove; We cook food on this stove. Is there a stove in your house?

tea; We always have black tea in the evening. Nina likes to make white tea.

table, a round table, a square table, a long table; There is a large table in the middle of the room. We like to sit at this table in the evening.

shelf, shelves; Oleg keeps his books on the shelf. There are a lot of shelves in our school library.

bed, beds; We sleep in a bed. There are two beds in the bedroom.

stool, stools; We sit on stools. I don't like to sit on a stool: I like to sit on a chair or in an arm-chair.

б) Выпишите из упражнения I а) по одному предложению с каждым новым словом.

II. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[u]	[u:]	[ou]	[i:]	[ɜ]	[w]
look	too	know	sleep	far	winter
book	room	show	keep	farm	weather
cook	food	window	see	garden	welcome

III. Объедините слова, противоположные по значению.

Н а п р и м е р: *new—old*

Big, before, left, after, in front of, new, little, right, behind, old.

IV. Составьте сочетания с выделенными существительными. Напишите по одному предложению с каждым словом

flower	red blue yellow beautiful white	garden	little big old beautiful	house	new old big white
--------	---	--------	-----------------------------------	-------	----------------------------

V. Составьте предложения, соответствующие реальной ситуации.

Our The doctor's	flat house	consists of	two	rooms.
---------------------	---------------	-------------	-----	--------

VI. Прочитайте предложения, употребив нужные по смыслу предлоги: **behind, from, to, in front of, in, at.**

1. There is a beautiful flowerbed . . . the house. 2. The nurse does not live far . . . the hospital. 3. There is a little garden . . . the house. 4. Lena's mother works . . . the library. 5. Let's go . . . the post-office. 6. We live . . . Vasilkovo.

VII. Скажите, из кого состоит ваша (вашего друга) семья.

Н а п р и м е р: *Our friend's family consists of Father, Mother, a son and two daughters.*

VIII. Ответьте на вопросы.

1. How many rooms are there in your flat?
2. How many windows are there in your room?
3. How many flats are there in your house?
4. How many books are there in your library?
5. How many pupils are there in your class?

⊙ IX. 1. Посмотрите на рисунки, а затем прослушайте текст к каждому из них.

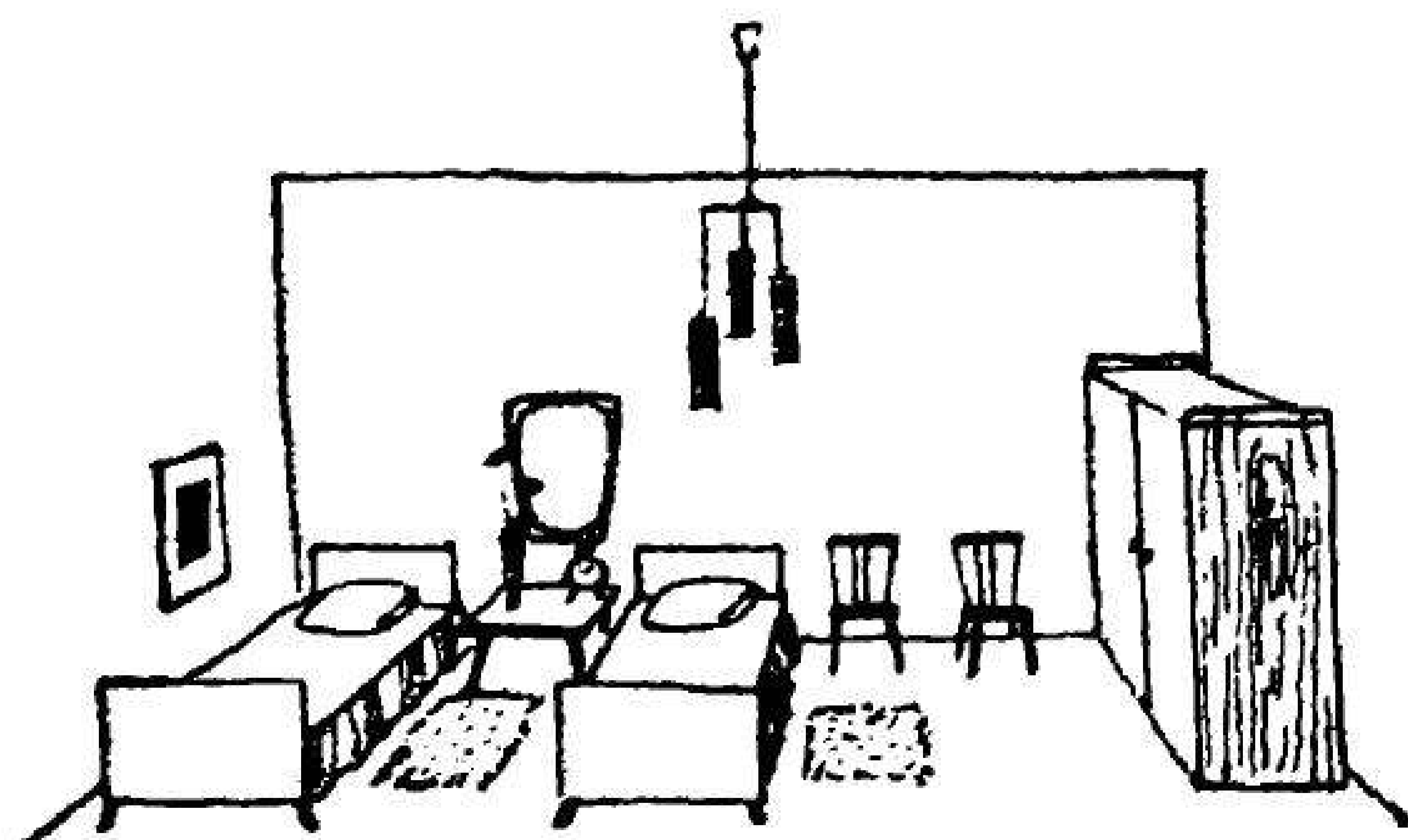


Рис. 1.

This is a bedroom. There are two beds, a little table, a wardrobe and two chairs in it. We sleep in this room.

This is a kitchen. There is a stove in the kitchen. We cook food on it. There is a small square table and four stools in the kitchen. Near the window there is a refrigerator. On the walls there are some shelves.

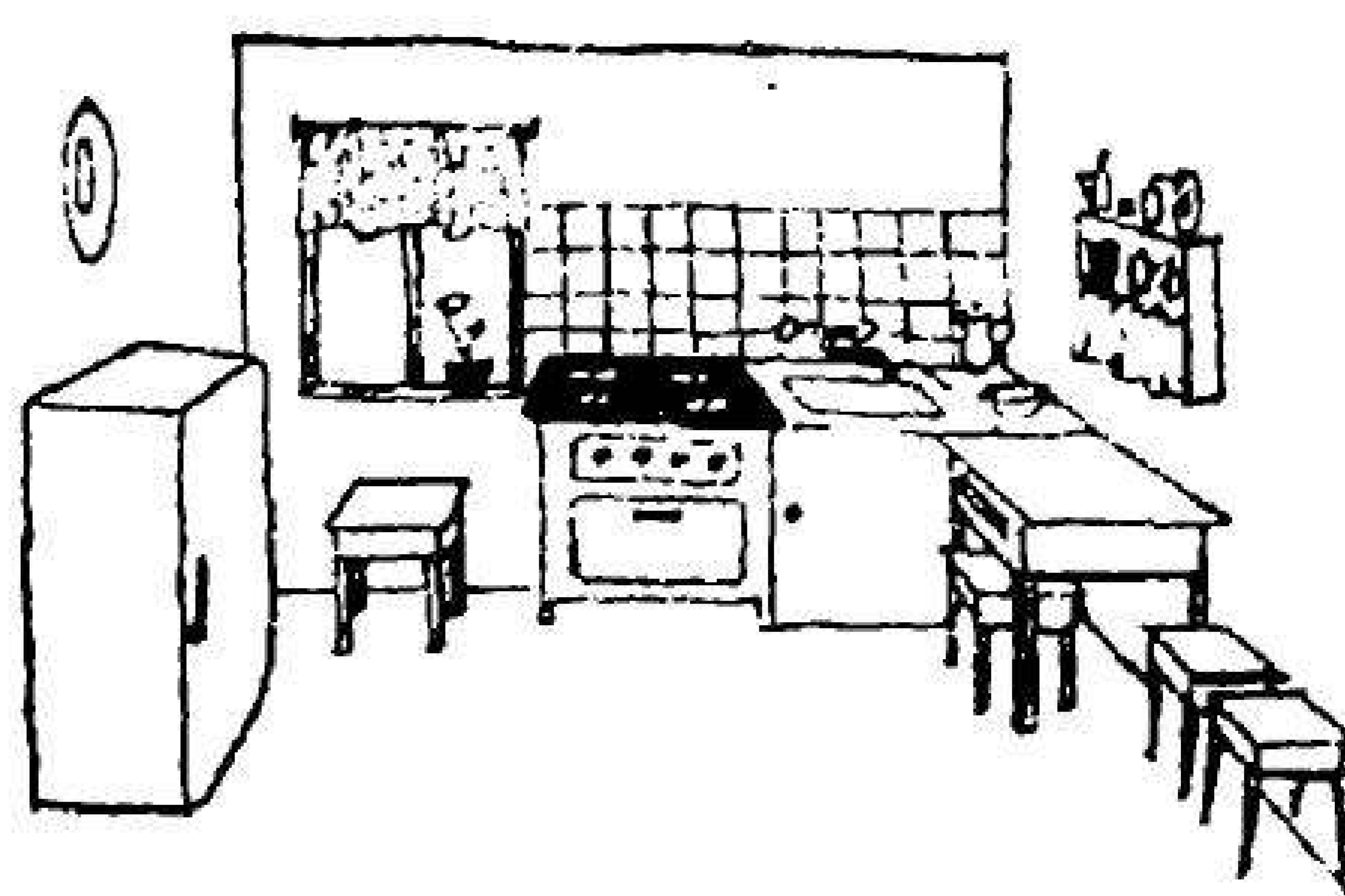


Рис. 2.

This is a dining-room. It is a large nice room. There is a big window in it. There is a table in the middle of the room, six chairs, a sofa and a cupboard in the dining-room. We eat in it.

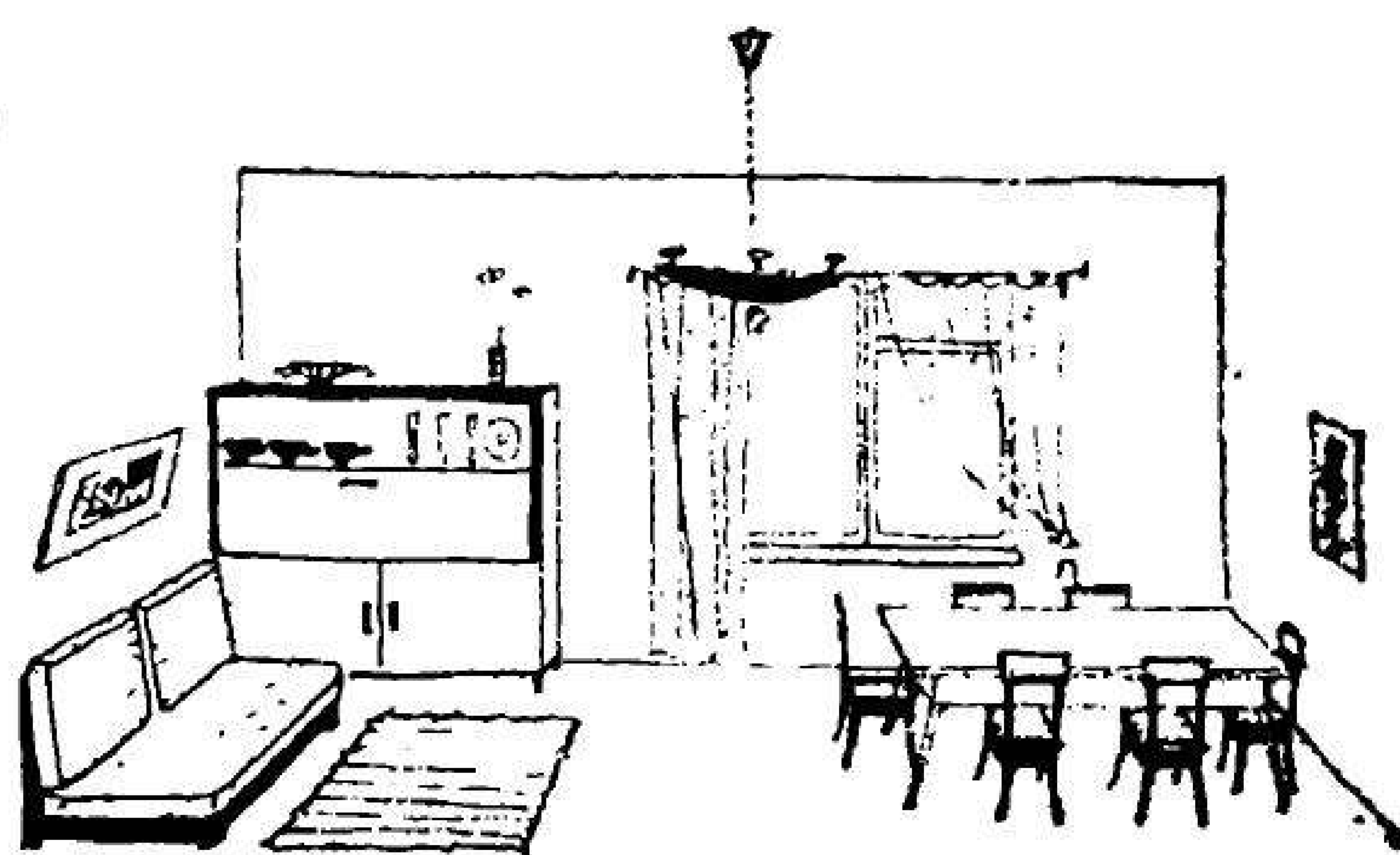


Рис. 3.

This is a living-room. There are two windows and a balcony. On the left there is a little table with a TV set and two arm-chairs. On the right there are four chairs in the room. In the evening the family watches TV there.

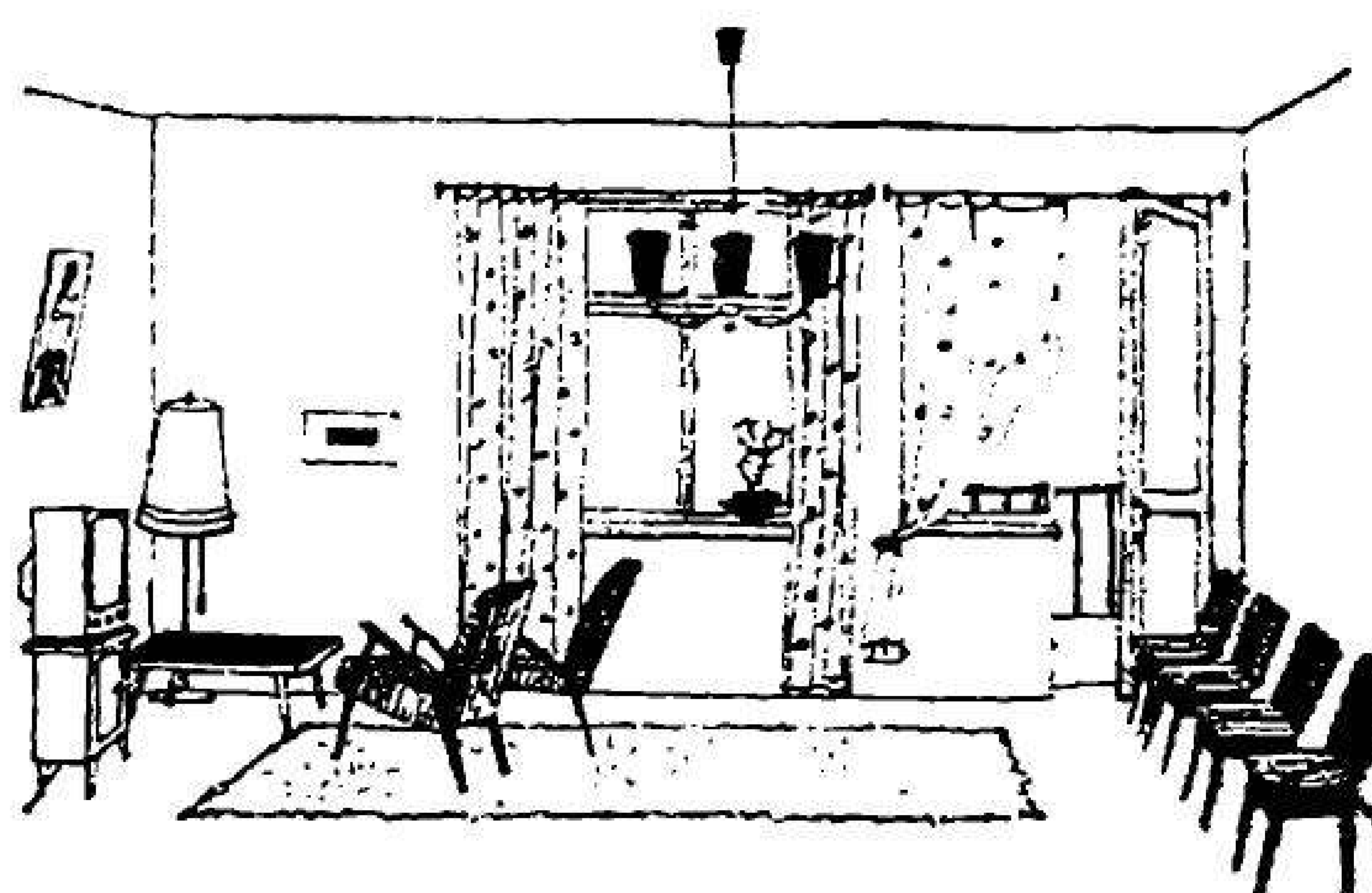


Рис. 4.

2. Прочитайте текст про себя, снова прослушайте его, повторяя вполголоса за диктором, а затем прочитайте вслух.
3. Назовите предметы на рис. 1.
4. По рис. 2 скажите, сколько в кухне табуреток, что висит на стенах и где находится холодильник.
5. По рис. 3 ответьте на вопросы:

Is the dining-room small or large?
 Is there a big or a little window in it?
 Where is the table?
 Are there any chairs and a sofa in the dining-room?
 What do we have in this room?

6. По рис. 4 скажите, сколько окон в гостиной, где находится телевизор, что находится справа и что делает в этой комнате семья.

X. Опишите каждый рисунок.

XI. СТЕПЕНЬ РОДОВ

1. What rooms do you have?
2. What is there in your room (rooms)?

XII. Назовите по-английски:

а) что это за комната:

1. We wash in this room. 2. We cook food in this room.
3. We read, write and work in it. 4. We eat in this room. 5. We sleep in this room. 6. We watch TV and talk in this room.

б) что это за предмет.

1. We sit on it. 2. We rest on it. 3. We eat at it. 4. We cook on it. 5. We watch it. 6. We listen to it. 7. We keep food in it to have it cold

XIII. Обратите внимание на образование сравнительной и превосходной степеней многосложных прилагательных. Придумайте предложения с этими прилагательными.

beautiful—more beautiful—most beautiful
important—more important—most important

XIV. Прочитайте следующие предложения, обращая внимание на то, что местоимения mine, yours, his, hers, ours, theirs употребляются без существительных и произносятся с ударением.

1. Your room is smaller than mine (my room) 2. The doctor's garden is more beautiful than yours (your garden). 3. Her bag is better than his (his bag) 4. My book is older than hers (her book). 5. This TV set is larger than ours (our TV set). 6. Our classroom is cleaner than theirs (their classroom).

XV. 1. Прослушайте диалог 7. а затем произнесите его за диктором.

DIALOGUE 7

¹ A: Is that ² bag yours?

³ B: No, it isn't mine.

A: Whose is it?

⁴ B: It is Pete's.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

1	2	3	4
book	hers	hers	your sister's
pen	his	his	Alec's
pencil	theirs	theirs	these boys'

5. Составьте диалог и воспроизведите его в парах.

- XVI. 1. Прочитайте текст и выпишите предложения, включающие слова: *consist, welcome, introduce, behind, beautiful.*

THEY LIVE ON A STATE FARM

'Rossiya' is a big state farm. A lot of people: workers, clerks, agronomists, vets, mechanics, drivers and others live and work there. The state farm has a ten-year school, a new hospital, a post-office, a good library, a big club and some shops. There are good roads there.

Olya Komova lives on that state farm. Her father is a doctor. The family lives near the hospital. There are two big houses there. They live in one of them.

The doctor's family is large. There are six of them: Father, Mother, two sons and two daughters. They have a new flat. The flat consists of five rooms.

One day Olya invites Nina, one of her friends, to show her the new flat and take tea with the family. Nina thanks Olya for her invitation.

It is Saturday. The family is at home.

When Nina comes Olya welcomes her and says, "How do you do?"

Nina answers, "How do you do?"

Olya introduces Nina to her father, mother, sister and brothers. Before they have tea Olya shows her friend their new flat.

"This is the dining-room, it is the biggest room of the house. On the right you see Father's study, it is smaller than the other rooms. On the left there is the living room, it is a little smaller than the dining-room. Opposite there are two bedrooms. This is our bedroom. My sister and I sleep in it. And that is my brothers' bedroom. The rooms are not large but we like them very much.

This is the kitchen and that is our bathroom. And how many rooms are there in your house?"

"We have three rooms. Our rooms are not so large as yours. We have a small house and a little garden behind the house. In the garden there are many beautiful flowers and beds with vegetables."

2. Прочитайте следующие утверждения, связанные с текстом. и скажите, правильны ли они.

Н а п р и м е р: Olya lives in Danilovo.—*That's not right. Olya doesn't live in Danilovo. She lives on the state farm 'Rossiya'.*

They have a new flat.—*That's right.*

1. There is no school on the state farm. 2. There is a good library there. 3. The roads in the 'Rossiya' are bad. 4. Olya's father is a mechanic. 5. The doctor's family lives far from the hospital.

tal 6. The family lives in a small house. 7. They have a new flat in a big house. 8. Nina has a five-roomed flat. 9. In the garden there are some beds with vegetables. 10. Nina doesn't like flowers.

3. Спишите по тексту: а) the state farm 'Rossiya'; б) doctor Komov's flat; в) Nina's house.

XVII. Расскажите о квартире (доме) своего товарища (брата, сестры и т. д.).

Прочитайте и запомните пословицу.

As welcome as flowers in May.— Такой же желанный, как цветы в мае.

Supplementary Reader: 'Our Day'

Н о в ы е с л о в а

arm-chair*	кресло	left	левый
bathroom	ванная (комната)	on the left	налево
beautiful	красивый, прекрасный	living-room	гостиная
bed	кровать; грядка	middle	середина
bedroom	спальня	in the middle of	в середине
behind	сзади, позади	much (more, most)	много (больше, наибольший)
big	большой	very much	очень (много)
consist (of)	состоять	How much?	Сколько?
cook	стряпать, готовить	new	новый
	пищу	one of	один из
cupboard*	буфет	refrigerator	холодильник, рефрижератор
daughter	дочь	right	правый
dining-room	столовая	on the right	направо
flat	квартира	see	видеть
flower	цветок	shelf (shelves)	полка (полки)
flowerbed	клумба	show	показывать
food	пища	son	сын
garden	сад	stool*	табуретка
house	дом	stove	плита; печь
how	как	study	кабинет
How do you do?	Как поживаете?, Здравствуйте!	table	стол
How many?	Сколько?	tea	чай
in front of	перед	TV set	телевизор
introduce	представлять, знакомить	wardrobe	гардероб
invitation	приглашение	welcome	приветствие; радушный прием; приветствовать
invite	приглашать		
kitchen	кухня		

Revision One

I. Повторите правила чтения. Прочитайте следующие слова:

[æ]	[eɪ]	[ɑ:]	[ʌ]	[ə]	[w]
bag	take	hard	run	this	welcome
black	make	farm	sun	with	white
that	say	farmer	us	brother	window
bad	May	large	bus	mother	winter
man	day	part	but	father	women
map	name	March	Russian	another	word
absent		garden		weather	work

II. Прочитайте слова и скажите, какие из них читаются не по правилам.
Nine, like, five, live, give; map, bag, black, has, have.

III. Прочитайте следующие пары слов и скажите, что их различает.
Bad—bag, come—some, goes—does, with—which.

IV. Прочитайте предложения и скажите, какой частью речи являются выделенные слова.

1. Bob **works** hard at his English. He likes his **work** very much. 2. Jane always **helps** her mother. Thank you for your **help**. 3. There is a lot of **snow** in the garden. It sometimes **snows** in April here. 4. I don't like cold **rain**. It often **rains** in September.

V. Образуйте существительные с помощью суффикса *-er* и скажите, что они означают.

Н а п р и м е р: *work—worker* (*рабочий, работник*)

Help, garden, skate, ski, play, keep, learn.

VI. Прочитайте слова и скажите, какие из них обозначают предметы школьного обихода, а какие — домашнего.

Bed, pen, chair, book, blackboard, stove, desk, wardrobe, table, pencil, stool, chalk, bag, exercise-book.

VII. Ответьте на вопросы:

1. What do we write with?
2. Where do we write?
3. What do pupils carry in their bags?
4. Where do we sleep?
5. Where do we eat?
6. Where do we cook?
7. Where do we keep books?

VIII. Прочитайте и сгруппируйте слова и выражения так, чтобы можно было использовать их, рассказывая о том или ином времени года.

Winter, warm, not so cold, summer, snow, autumn, long, not so warm, hot, the weather, fruit, flowers, a lot of vegetables, not so long as, short, shorter than, spring, cold, often, garden, white,

the sun shines, rain, fruit, in the sky, days, nights, blue, red, yellow, the coldest season, the most pleasant season.

- IX. Прочитайте и сгруппируйте слова, обозначающие род занятий (профессию) и место работы.

Clerk, hospital, shop, mechanic, driver, nurse, doctor, school, office, teacher, worker, postman, vet, agronomist, farm, farmer, post-office.

- X. Прочитайте существительные и произнесите их во множественном числе.

A desk, a child, a box, a man, a shelf, a woman, a nurse, a doctor, a chair, a bus, a lorry.

- XI. Прочитайте предложения, употребив *some*, *any*, *no*.

1. There are . . . books on the shelf. 2. Are there . . . pupils in the classroom? No, there are . . . pupils in the classroom. They are working in the garden. 3. Is there . . . chalk in the box? Yes, there is 4. There are . . . chairs and two arm-chairs in the living-room. 5. Are there . . . flowers in your garden? 6. There is . . . snow on the ground in May. 7. Have you . . . books in your bag? No, I haven't I have only . . . exercise-books in it. 8. Has your farm . . . lorries? Yes, it has

- XII. Прочитайте предложения, употребив нужное по смыслу прилагательное в одной из степеней сравнения.

1. Winter is the . . . season of the year. 2. July and August are the . . . months of the year. 3. In summer the days are . . . than in autumn. 4. Spring holidays are . . . than winter holidays. 5. February is the . . . month of the year. 6. I like Saturday . . . than Sunday. 7. Snow is more . . . than rain. 8. The flat of my friend is . . . than ours. 9. The kitchen is the . . . room in our flat

- XIII. Сравните учащихся своего класса по росту (*tall*, *short*), возрасту (*young*, *old*), комплекции (*thin*, *fat*), успехам в занятиях (*good*, *bad*). Используйте помимо сравнительной и превосходной степеней прилагательных структуры «такой (-ая) же . . . как» (*as . . . as*) и «не такой (-ая) . . . как» (*not so . . . as*).

- XIV. Прочитайте предложения, употребив *has* или *have*.

1. I . . . a lot of books at home. 2. . . . you any brothers? 3. Pete . . . a new bag. 4. . . . Ann a red pencil? 5. They . . . a lot of friends at school. 6. Kate . . . no brothers. 7. We . . . different subjects at school. 8. The family . . . a good flat.

- XV. Прочитайте предложения, употребив *am*, *is*, *are*.

1. Sergei Petrov . . . a collective farmer. 2. Slava's brothers . . . workers. 3. . . . you a driver? No, I . . . not. 4. What . . . you? I . . . a mechanic. 5. Who . . . this man? He . . . Oleg Tenin. 6. What . . . these women? They . . . nurses. 7. Who . . . in the kitchen? Mother and Ann 8. I . . . not writing, I . . . reading a book. 9. Mike . . . doing his lessons. 10. . . . the boys helping the driver? Yes, they

XVI. Прочитайте предложения, употребив нужную форму глагола.

1. It is 5 o'clock. The family (*has, is having*) tea. Every day the family (*has, is having*) tea at 5 o'clock. 2. In the morning Mother (*cooks, is cooking*) breakfast for us. It is 7 o'clock. Mother (*cooks, is cooking*) breakfast. 3. Every day Father (*leaves, is leaving*) the house at half past seven. It is half past seven and Father (*leaves, is leaving*) the house. 4. We often (*watch, are watching*) TV. We are sitting in arm-chairs and (*watch, watching*) TV. 5. Sometimes Mike (*does, is doing*) his lessons in the evening. Look at Mike. He (*does, is doing*) his lessons. 6. It often (*rains, is raining*) in September. It (*rains, is raining*) now. 7. It sometimes (*snows, is snowing*) here in April. It (*snows, is snowing*) now.

XVII. Посмотрите на данный рисунок: 1) опишите квартиру, комнату; 2) назовите членов семьи; 3) скажите, что каждый из них делает в данный момент; 4) скажите, что каждый из них часто (иногда, обычно) делает дома в это время.



XVIII. Опишите данный рисунок, используя слова и выражения упражнения IX, с. 74—75.

Lesson Twenty

20

The Twentieth Lesson

I can speak English.

Can you speak English?

Yes, I can. No, I cannot (I can't).

I cannot speak German.

You may watch TV.

May I take your book?

Yes, you may. No, you can't.

I must get up at seven.

Must he get up at seven?

Yes, he must. No, he needn't.

(с. 348)

1. а) Прочитайте с учителем и запомните новые слова.

can; We can see. We can read. We can speak English. Can you speak French? No, I cannot (can't).

run, running; Look, the boy is running. He can run very well, fast, run fast, speak fast; Don't speak so fast. She can run fast.

understand, understand French; I don't understand French. Do you understand English? Can you understand what I say?

late, be late; Don't be late for the lessons. Pete is often late.
why; Why are you late? Why is he waiting for us? Why is it so cold?

because; Because it is winter. Why is it so hot? Because the sun shines brightly. Why does he work so hard? Because he wants to know English.

may; May I come in? Yes, you may. May I ask you a question?

must; You must listen to the teacher. Must we come after classes? Yes, you must.

call, call the doctor; Let us call the doctor. You must call the doctor.

tell; Tell me the time, please. Tell us where you live; **tell the truth**; Her daughter always tells the truth.

miss; Don't miss your lessons. This girl sometimes misses lessons.

never; Never miss lessons. Never be late for the lessons.

need, needn't; He needn't go there. Must we get up at seven on Sunday? No, you needn't.

ill, be ill; He is ill. This child is often ill. Are you ill, Ann?

sorry, be sorry; I am sorry to be late.

drink, drink tea; He always drinks tea in the evening.

finish; Let us finish our work. He finishes his work at 5 o'clock.

language, the English language; What language do you speak?

We speak the Russian language.

native, native country, native language; What is your native language? Russian is our native language.

lie, he lies; He lies in bed. Why are you lying in bed?

study; We study different subjects. Do you study biology?

medicine, take the medicine; We take medicines when we are ill. Take this medicine three times a day.

weak, an old weak woman; This man is old and weak.

afraid, be afraid; I am afraid I can't help you. She is afraid she must call the doctor. We are afraid Oleg is late.

pay, pay the driver; English people must pay the doctor. How much must we pay for the picture?

б) Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[w]

we
week

[θ]

English
song

[ɔ:]

all
all right

chalk
walk

August
autumn

weak	long	tall	talk	because
welcome	sing	small		
why	ring	wall		
what	missing	call		

⊙ II*. а) Произнесите за диктором. Составьте как можно больше предложений.

1. I You Oleg He Ann My sister and brother	can	drive a car (a lorry, a tractor). walk fast. run. speak English. help Mother to carry the bag. read French books. understand the teacher of English.
2. Can	you your friend students Nina and Alec they	drive a car? run fast? show me Moscow on the map? come in time? help us with our work? help the collective farmers in the fields?
3. Pete I Masha You The pupils	can't	read English well. write on the blackboard. speak German. understand this man. open the door. drive a car. be late.

б) Напишите по 3 предложения к каждой из таблиц.

III. Усомнитесь в правильности данных высказываний.

Н а п р и м е р: He can speak English.—*Can he speak English?*

1. Mike can run fast. 2. They can understand French. 3. Mary can speak her native language well. 4. My brother can come and help you in the garden. 5. The students can help collective farmers in the fields.

IV. Проверьте высказывания и дополните их.

Например: Masha can dance well.—*Masha cannot dance well. She can sing well.*

1. Pete can drive a tractor. 2. His little sister can walk.
3. The children can carry this box. 4. My friend can come in time. 5. This old weak woman can sleep at night. 6. The pupils can be late. 7. His sister can cook dinner. 8. The nurse can speak English.

V. Закончите предложения.

Например: I can dance, but . . .—*I can dance, but I can't sing. I can dance, but my brother can't dance.*

1. I can sing English songs, but . . . 2. The driver can drive a bus, but . . . 3. Zina can cook dinner, but . . . 4. Pete can walk fast, but . . . 5. Ann can prepare food for the table, but . . .

VI. Скажите, а затем напишите: 1) что вы умеете делать и 2) что вы не умеете делать.

Например: 1) *I can read.* 2) *I can't read English books.*

⊙ VII. 1. Прослушайте диалог 8, а затем произнесите его за диктором.

DIALOGUE 8

¹
A: Let's go for a walk, Mike.
B: I can't.
A: Why can't you?

²
B: Because I must help my mother.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4*. Замените выделенные слова данными в соответствующих колонках:

¹	²
to the post-office	do homework
to the library	write a lot of exercises
to the shop	speak to the mechanic

5. Составьте диалог и воспроизведите его в парах.

⊙ VIII. а) Произнесите за диктором, обращая внимание на интонацию. Составьте как можно больше предложений.

1. She You Boris His sister	may	take this arm-chair. come in. open the window. shut the door. clean the blackboard. stay here till 5 o'clock. go home.
--------------------------------------	-----	--

2. May	I we Nick my brother and I	answer the question? take your pen? read the text? ask you a question? have some more tea?
--------	-------------------------------------	--

б) Напишите по 2 предложения к каждой из таблиц.

IX. Ответьте на вопросы, разрешая или не разрешая выполнить действия.

Н а п р и м е р: May I come in?—Yes, you may. (No, you can't.)

1. May I go to the post-office with Mike? 2. May I take Pete's bag? 3. May we make notes with a pencil? 4. May Ann read this text? 5. May I shut the door? 6. May I clean the blackboard? 7. May I rest on the sofa? 8. May I take your pen? 9. May I open the window? 10. May I invite Nick to our house?

⊙ Ж. 1. Прослушайте диалог 9, а затем произнесите его за диктором.

DIALOGUE 9

¹
A: Mother, may I watch TV now?

B: No, you can't.

A: Why?

²
B: Because Father is sleeping.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

¹	²
listen to the radio	your little sister is sleeping
go for a walk	we have so much work
invite my friends to our house	I am ill

б. Составьте диалог и воспроизведите его в парах.

XI. а) Составьте предложения. Отмеченные звездочкой предложения переведите на русский язык.

1. My friend We Kate They	must	call the doctor. work hard. read this book. stay in bed. listen to the radio. come in time. learn new English words. tell the truth.*
------------------------------------	------	--

2. Must	I Igor we Oleg Ann and Pete	tell the truth? work in the fields on Sunday? * do this exercise? answer all the questions? work hard?
3. You Boris They The pupils	mustn't	miss the lessons. be late. stay in bed till 10 o'clock.* run in the street.

б) Напишите по 3 предложения к каждой из таблиц.

XII. Прочитайте предложения, начиная каждое из них с **You must** или **You mustn't**.

1. . . . work hard at your English. 2. . . . come to school on Sundays. 3. . . . learn the words. 4. . . . talk at the lessons. 5. . . . come to school in time. 6. . . . make notes in the books. 7. . . . write on the desks. 8. . . . help your mother and father.

⊙ **XIII.** 1. Прослушайте диалог 10, а затем произнесите его за диктором.

DIALOGUE 10

A: I have a question to ask you.

B: Yes?

A: Must you tell Ann the truth?

B: No, I needn't.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4. Выучите диалог наизусть.

⊙ **XIV.** 1. Прослушайте диалог 11, а затем произнесите его за диктором.

DIALOGUE 11

A: I have no time today.

B: What are you doing?

A: I must finish my work.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4. Выучите диалог наизусть.

XV. Посмотрите на рисунок и прочитайте подписи за учителем.



head



face



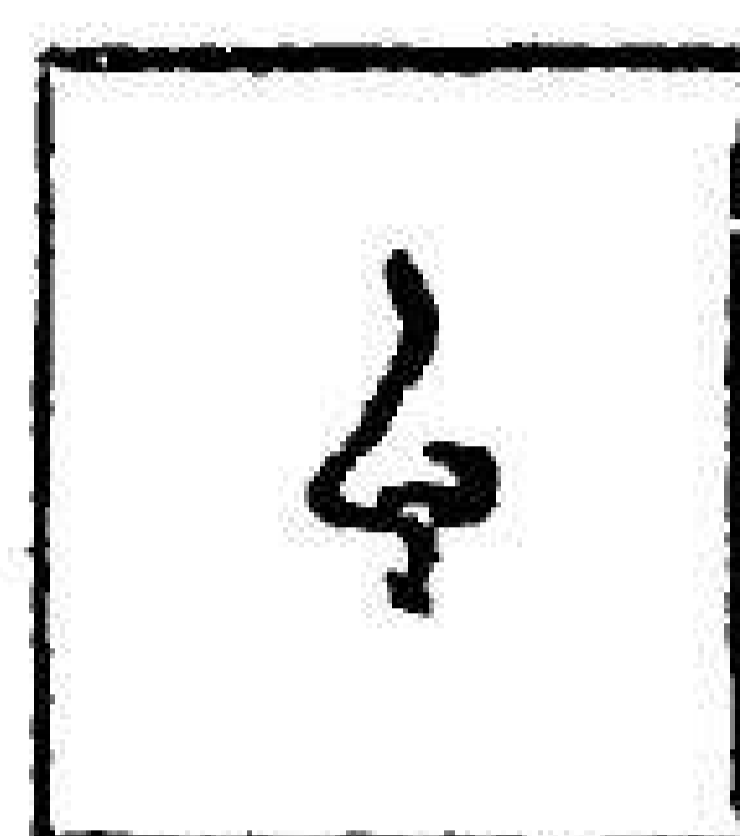
hair



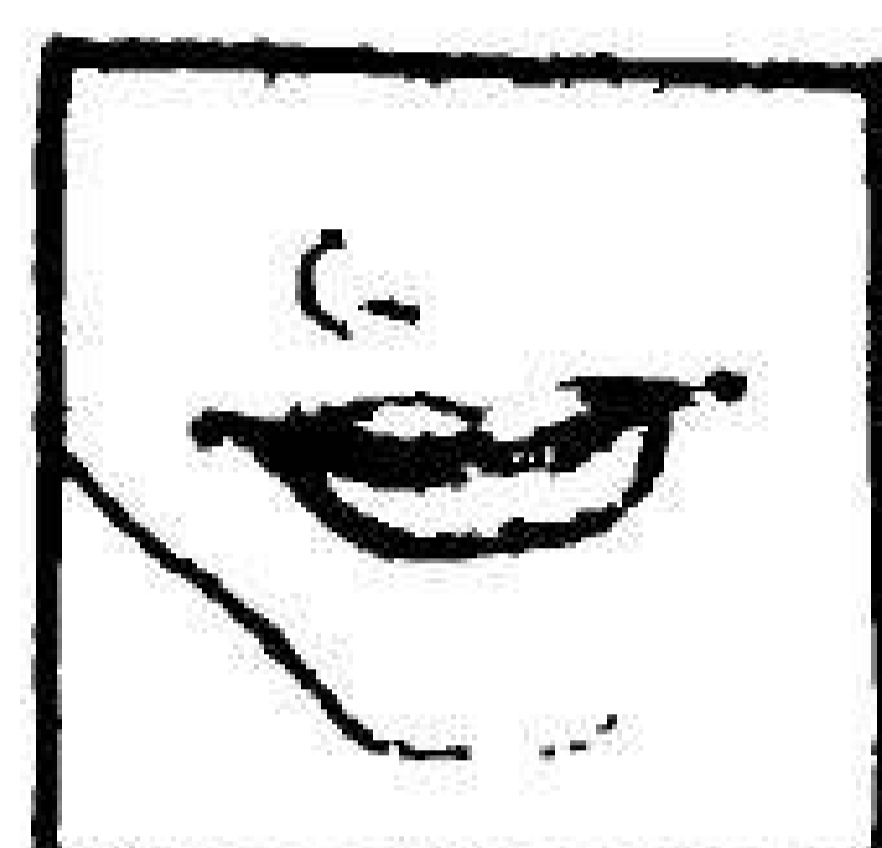
ear



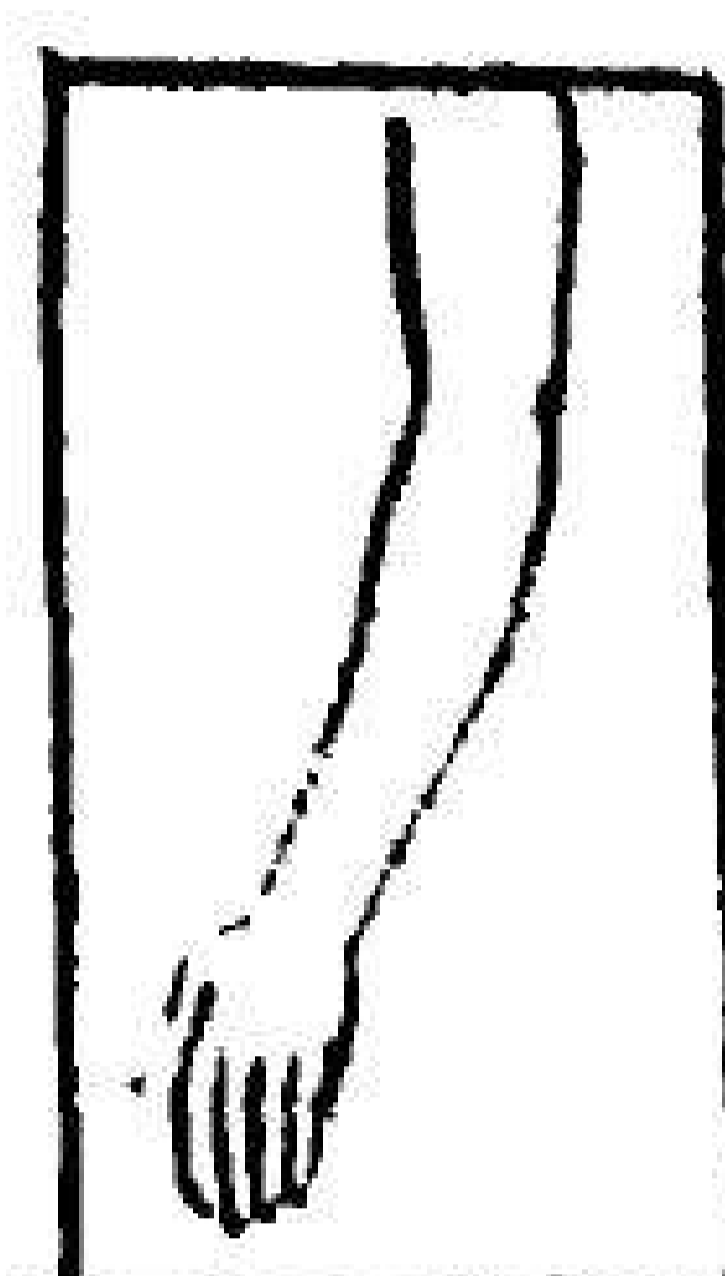
eye



nose



mouth



arm



hand



leg



foot

⊙ XVI. 1. Прослушайте 'A Rhyme', а затем произнесите за диктором в паузы.

A RHYME

Without your tongue you cannot talk,
Without your feet you cannot walk,
Without your eyes you cannot see,
Without your heart you cannot be!

2. Прочитайте 'A Rhyme' про себя.
3. Прочитайте 'A Rhyme' вслух.
4. Выучите 'A Rhyme' наизусть.

⊙ XVII. 1. Прослушайте 'A Rhyme', а затем произнесите за диктором в паузы.

A RHYME

We can see with our eyes.
We can hear with our ears.
We can do many things with our hands.
Can you walk on your hands?

2. Прочитайте 'A Rhyme' про себя.
3. Прочитайте 'A Rhyme' вслух.
4. Ответьте на вопросы:

1. What can we see with?
2. What can we hear with?
3. What can we do things with?
4. What can we walk and run with?
5. What can we talk with?

XVIII. Прочитайте текст 'John Taylor' и ответьте на вопросы: 1) Why can John speak English very well? 2) Why does John never miss his lessons? 3) Why must John stay in bed? 4) Why does John's mother say, "I am afraid we must call the doctor."?

JOHN TAYLOR

John Taylor is an English boy. He can speak English very well, because English is his native language. John can speak French a little, because he studies this language at school. He works hard at his French, because he wants to know this language very well. John cannot speak German at all, but he can read a little and understand German.

John likes his school. He never misses his lessons and he is never late. He is always sorry when he can't go to school.

Today John can't go to school. He can't get up, because he is ill. He must lie in bed.

M o t h e r: John, why are you lying in bed? You must get up. It is a quarter past eight. You must go to school.

J o h n: I can't get up, Mother. I'm hot and weak.

M o t h e r: Oh, John, you are ill. I am afraid we must call the doctor.

J o h n: Must I go to the hospital, Mother?

M o t h e r: No, you needn't. You must stay in bed. The doctor must give you some medicine.

(The doctor comes)

M o t h e r: When can John get up and go to school?

T h e d o c t o r: The boy can get up after two days. He must take this medicine three times a day.

(Mother pays the doctor and he leaves. John asks his mother.)

J o h n: May I read a book?

M o t h e r: No, you can't. Take the medicine and rest a little.

XIX. Ответьте на вопросы:

1. What is your native language?
2. When do you miss your lessons at school?
3. Are you sorry when you can't go to school?
4. What must you do when you are ill?
5. Must we pay the doctor when he comes?

XX. Прочитайте вопросы к колонке А и найдите ответы на них в колонке Б.

А

1. Why is it so cold?
2. Why is this boy always late for the lessons?

Б

1. Because she is ill.
2. Because it is February, and in February it often snows.

- | | |
|--|--|
| 3. Why can she speak French so well? | 3. Because I must often help my mother on the farm. |
| 4. Why does it often rain? | 4. Because it is winter, and winter is the coldest season of the year. |
| 5. Why can't Sasha answer the teacher's questions? | 5. Because he likes to sleep in the morning. |
| 6. Why must Ann stay in bed? | 6. Because French is her native language. |
| 7. Why does it often snow? | 7. Because it is September, and in September it often rains here. |
| 8. Why do you often miss your lessons? | 8. Because he doesn't know the words. |
| 9. Why do you have so many books at home? | 9. Because all of us like books and read a lot. |
| 10. Why doesn't Mike go to school? | 10. Because he has his winter holidays now. |

XXI. Расскажите о себе или о своем товарище по образцу.

Slava Sidorov is a pupil of the 8th form. He learns different subjects at school. He can read and speak in two languages. Slava likes history, literature and languages, because he works hard at the subjects and he knows them well. But he doesn't like chemistry, because he doesn't know it well. Slava understands he must work hard at all the subjects.

Прочитайте и запомните пословицу.

All is well that ends well.— Все хорошо, что хорошо кончается.

Supplementary Reader: 'A Bunch of Red Roses'

Н о в ы е с л о в а

afraid, be afraid бояться	finish кончать; конец
arm рука	foot ступня; нога (<i>ниже щиколотки</i>) (<i>pl feet</i>)
because потому что	hair волосы
body тело; человек	head голова
call звать	hear слышать
call the doctor* вызывать врача	heart сердце
can мочь, быть в состоянии, иметь возможность	ill, be ill болеть
drink пить	language язык (<i>речь</i>)
ear ухо	late, be late опаздывать
eye глаз	leg нога
face лицо	lie лежать
fast быстрый; быстро	lie in bed лежать в постели
	may мочь; получать разрешение

medicine лекарство
take the medicine принимать
лекарство
miss пропускать
mouth рот
must быть должным, обязанным
native родной
native language родной язык
need нуждаться, иметь надоб-
ность, потребность
never никогда
nose нос
pay платить

run бегать
sorry, be sorry быть огорчен-
ным
study учиться; изучать
tell говорить
tell the truth говорить правду
thing вещь
time раз
tongue язык; язык (*речь*)
understand понимать
weak слабый
why почему

Lesson Twenty-One **21** The Twenty-First Lesson

There is somebody in the room.
Is there anybody in the room?
Yes, there is. No, there isn't.
There is nobody in the room.

I. Прочитайте за учителем.

[A] some, some books; There are some books on the desk.
[e] any; Are there any books on the desk?
[ou] no; There are no books on the desk.

II. Закончите следующие предложения.

1. There are some . . . 2. I have some . . . 3. Is there any . . . ?
4. Has your brother any . . . ? 5. There are no . . . 6. They have
no . . .

III. Слышите упражнения, вставляя *some*, *any* или *no*. Помните, что *some* употребляется в утвердительных, *any* — в вопросительных и *no* — в отрицательных предложениях.

1. There are . . . stools in the kitchen. 2. Is there . . . little
table in the bedroom? No, there isn't any. There is . . . little
table in the bedroom. 3. It is so cold that there are . . . people
in the street. 4. Have you . . . bookshelves on the walls? 5. Are
there . . . pictures in your English book? 6. There are . . . maps
on the walls of the classroom. We have geography lessons in it.

IV. Помните, что местоимения *some*, *any*, *no*, а также местоимение *every* встречаются не только самостоятельно, но и в составе сложных слов в сочетании с *body*, *one*, *thing* и *where*.

Каждое местоимение первой колонки (I) может сочетаться с любым из слов второй колонки (II) и образовывать новые сложные слова.

I	II
some	body
any	one
no	thing
every	where

а) Обратите внимание на образование сложных слов с *some*.

<i>somebody</i> ['sʌmbədi]	}	кто-то, кто-нибудь
<i>someone</i> ['sʌmwʌn]		
<i>something</i> ['sʌmθɪŋ]		что-то, что-нибудь, кое-что
<i>somewhere</i> ['sʌmwɛə]		где-то, где-нибудь; куда-то, куда-нибудь

Прочитайте и переведите следующие предложения:

1. There is somebody there. 2. Someone is near your car. 3. I have something in my hand. 4. My book is somewhere at home. 5. I am afraid there is someone in the garden. 6. I am afraid he knows something important and he does not want to say this.

б) Обратите внимание на образование сложных слов с *any*.

<i>anybody</i> ['eni,bɒdi]	}	1. в вопросительных предложениях — кто-то, кто-нибудь;
<i>anyone</i> ['eniwʌn]		
	}	3. в утвердительных предложениях — любой, кто угодно.
<i>anything</i> ['eniθɪŋ]		1. в вопросительных предложениях — что-либо, что-то, что-нибудь;
		2. в отрицательных предложениях, т. е. в сочетании с <i>not</i> , — ничего;
	}	3. в утвердительных предложениях — что угодно
<i>anywhere</i> ['eniwɛə]		1. в вопросительных предложениях — где-либо, куда-либо, где-нибудь, куда-нибудь;
		2. в отрицательных предложениях, т. е. в сочетании с <i>not</i> , — нигде, никуда;
	}	3. в утвердительных предложениях — где угодно, куда угодно, всюду.

Прочитайте и переведите следующие предложения:

1. Is there anybody in the kitchen? 2. There is not anybody in the dining-room. 3. Anyone can answer this question. 4. Is there anything on the stove? 5. There is not anything on the shelf.

6. You may take anything you like. 7. Does your father go anywhere this summer? 8. He doesn't go anywhere this month. He stays at home. 9. You may go anywhere you like.

н) Обратите внимание на образование сложных слов с **no**.

nobody ['nɒbɒdi]	}	НИКТО
no one, none ['nəʊwʌn, nʌn]		
nothing ['nʌθɪŋ]		НИЧТО, НИЧЕГО
nowhere ['nəʊwɛə]		НИГДЕ, НИКУДА

Прочитайте и переведите следующие предложения:

1. Nobody knows where Vadim lives. 2. None of them can speak French. 3. I am afraid there is nothing on the table. 4. Where are you going? Nowhere.

р) Обратите внимание на образование сложных слов с **every**.

everybody ['evrɪbɒdi]	}	все, каждый
everyone ['evriwʌn]		
everything ['evriθɪŋ]		всё
everywhere ['evriwɛə]		езде, всюду

Прочитайте и переведите следующие предложения:

1. Everybody is present today. 2. You may ask everyone to help you. 3. We understand everything in this text. 4. You can find this book everywhere.

V. Прочитайте предложения употребив нужные по смыслу слова.

a) **something, anything, everything, nothing.**

1. There is . . . black on the floor. 2. Don't tell her . . . about me. 3. I can see . . . there, it is so far. 4. . . . is all right. You may go home.

б) **somebody, anybody, nobody, everybody.**

1. . . . is waiting for you, Mother. 2. Is there . . . in the room? No, there is not . . . in the room. 3. I can see . . . there. 4. Is . . . absent today? No, . . . is present.

VI. Прочитайте с учителем и запомните новые слова.

find, find something, find something important; You can find a lot of books in the **library**.

great, great people, great writers, great poets; Pushkin is a great Russian poet.

full, full of books, shelves full of books, full of fruit, a box full of fruit; The room is full of people.

VII. Составьте как можно больше предложений.

The box	is full of		new books.
The room			chalk.
The garden			fruit.
The bag			vegetables.
The shell			young people.
			beautiful flowers.

VIII. Закончите предложения, употребив нужные по смыслу слова. Напишите их.

1. The room is full of 2. The street is full of
3. The garden is full of 4. The bag is full of 5. The shelves are full of
6. The Soviet Union is a great
7. Pushkin is a great 8. Tolstoy is a great

- IX. 1. Прочитайте текст и ответьте на вопросы: 1) Which is the biggest library in our country? 2) Why do many people come to the Lenin Library? 3) What books can you find in Oleg's school library?
2. Выпишите из текста предложения, включающие предлоги *of*, *on*, *in*. Подчеркните их.

ABOUT LIBRARIES

There are big and small libraries in our country. The biggest library is the Lenin Library. It is in Moscow. It has millions of books in different languages. You can find there the oldest and the newest books.

There is always a lot of people in the Lenin Library. In the morning before 9 o'clock you can see a long line of people in front of the library. They all want to work in this library. Everyone can find there what he needs. People come to the Lenin Library from everywhere. They come here in autumn and winter, in spring and summer in any weather.

There is a lot of small libraries everywhere in our country. Every school has a library. Pupils come to the library to take books on different subjects.

The school library where Oleg studies is good. It is a large clean room. There are four big windows in it. The walls are light blue. There are a lot of shelves full of books. You can find books on literature, physics, history, chemistry, geography, biology and other subjects. There are books in English, too.

On the right you can see the picture of V. I. Lenin. On the left you can see pictures of some great writers and poets.

On the table near the window you can always see beautiful spring and autumn flowers.

Oleg likes to go to the library. He can always find there something new, something he needs.

X. а) Ответьте на вопросы:

1. Is there a library in your school?
2. Are there many books in your school library?
3. What books can you find in your library?
4. How often do you go to the library?

б) Расскажите о своей школьной библиотеке, используя в качестве плана вопросы упражнения X а).

в) Напишите рассказ о своей библиотеке.

Прочитайте и запомните пословицу.

Everything is good in its season.—Все хорошо в свое время.

Supplementary Reader: 'Autumn'

Новые слова

find находить
full полный

full of books* полный книг
great великий, огромный

Сложные слова с some, any, no, every см. на с. 91, 92.

Lesson Twenty-Two **22** The Twenty-Second Lesson

I was absent yesterday.
Were you absent yesterday?
Yes, I was. No, I was not.
I was not absent yesterday.
There was somebody in the room.
Was there anybody in the room?
Yes, there was. No, there was not.
There was nobody in the room.
I had a red pencil in the morning.
Had you a red pencil in the morning?
Yes, I had. No, I had not.
I had no pencil in the morning.

I. Прочитайте с учителем и запомните новые слова.

last, last week, last month, last year, last Sunday, last time, last winter, last autumn.

was; I was there. He was with me. She was here last Monday. were; We were there for two weeks. They were in Lubertsy yesterday. You were right.

ago, a minute ago, two hours ago, some years ago; It was three hundred years ago.

II. а) Составьте предложения, обращая внимание на слова последней колонки.

1. I Pete Kate She This boy This man	was	in Moscow here there ¹ on the state farm	last winter. yesterday. last week. last Sunday. last year. last autumn.
---	-----	---	--

¹ Вместо there вы можете назвать реальное место, так же как вместо указанных имен — имена реальных людей.

2. We Ann and Pete You They My sister and I The students	were	there ¹ in Tomsk here on the state farm in the library	for two weeks. with some friends in 1984. last summer. yesterday. last year. last time. two hours ago.
3. Was	I he Igor this girl Zina	there ¹	in 1984?
4. Were	you Pete and Mike they these men and women	there ¹	last winter?
5. I Alec Kate He This boy	was not	at home on the state farm in the fields at the library at the shop	last night. yesterday. last Sunday. last week. an hour ago.
6. We Boris and I Sasha and Ann They You	were not	on the farm in the club at the shop there ¹	in summer. last week. yesterday. last Saturday. last month.

6) Напишите по 3 предложения к каждой из таблиц.

¹ См. сноску на с. 94.

III. Усомнитесь в правильности данных высказываний.

Н а п р и м е р: You were in the factory last Saturday.— *Were you in the factory last Saturday?*
There was a beautiful flowerbed in this garden last summer.— *Was there a beautiful flowerbed in this garden last summer?*

1. She was a nurse in 1942. 2. It was very warm last summer. 3. Pete was in Moscow last year. 4. It was fine weather last month. 5. The doctor was in the hospital last Sunday. 6. The teacher was at school on Wednesday. 7. There was a man here this morning. 8. It was bad weather last week-end. 9. They were at home last night. 10. Alec was in his office at 9 o'clock.

IV. Опровергните высказывания и дополните их.

Н а п р и м е р: Ann was here last Wednesday.— *Ann was not here last Wednesday. She was here a month ago.*
There was somebody there.— *There was not anybody there. There was nobody there.*

1. Boris and Pete were in Tomsk last month. 2. I was at school in the morning. 3. The nurse was in the hospital two hours ago. 4. They were there for two weeks. 5. Pete was at home last night. 6. Dima was there with someone. 7. They were somewhere last Sunday. 8. There were some people in the shop in the morning. 9. There was a woman here this morning. 10. It was bad weather last month.

V. 1. Прослушайте диалог 12, а затем произнесите его за диктором.

DIALOGUE 12

1
A: Slava was absent last week.
B: Why was he absent?

2
A: Because he was ill.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках.

1	2
yesterday	busy
last Monday	away
last morning	on the collective farm

5. Составьте диалог и воспроизведите его в парах.

VI. а) Составьте предложения. Имена, данные в таблице, замените именами ваших друзей и знакомых.

1. I Pete We Kate You	had	an interesting book. a new camera. a lot of friends. a map of the Soviet Union. a beautiful picture.
2. Had	they Igor Ann and Pete You Zina	any English books? anything in the bag? any camera? any pencils? that map?
3. They I She This man	had	no beautiful pictures. red pencils. camera. flowers in the garden.

б) Напишите по 3 предложения к каждой из таблиц.

VII. Усомнитесь в правильности данных высказываний.

Н а п р и м е р: Pete had an English book yesterday.— *Had Pete an English book yesterday?*

1. Ann had a new camera last summer. 2. He had a car two years ago. 3. She had two brothers and a sister. 4. Kate had a lot of time to do it last Saturday. 5. I had a very interesting book last week. 6. Oleg had something to tell you. 7. The students had a very good time last night. 8. Our collective farm had a very large garden some years ago.

VIII. Опровергните высказывания.

Н а п р и м е р: She had something to show you.— *She had nothing to show you.*

1. Mike had something to tell you. 2. She had a friend there last year. 3. You had some new tractors last year. 4. I had something to show you. 5. The student had a French book last night. 6. Ann was at the library yesterday. 7. There was an alarm-clock on the desk. 8. Mike and Pete were in Kiev last summer.

IX. Выполните упражнения VII и VIII письменно.

X. Прочитайте предложения употребив нужную форму глагола.

1. We (*was, were*) in the garden an hour ago. 2. There (*was, were*) three shelves in the kitchen. 3. Last winter Ann (*was, were*) in Moscow. 4. The students (*was, were*) on the collective farm for a month. 5. There (*was, were*) a lot of snow in the street. 6. There (*was, were*) a lot of vegetables in Danilovo last year. 7. Slava (*was, were*) the laziest boy in the class two years ago. 8. There (*was, were*) only two rooms in their house. 9. Your flat (*was, were*) larger than theirs. 10. I (*was, were*) late yesterday.

XI. Закончите предложения.

Н а п р и м е р: The nurse is not so busy today as . . . — *The nurse is not so busy today as she was yesterday.*

1. It is not so warm today as . . . 2. He is not so lazy as he . . . 3. There is not so much fruit on the state farm as . . . 4. The weather is not so bad today as . . . 5. There is not so much snow this winter as . . . 6. We were not so busy last month as . . . 7. There are not so many vegetables on the collective farm as . . . 8. It is not so cold today as . . . 9. The breakfast is not so good as . . . 10. There are not so many pupils in our class as . . .

⊙ XII. 1. Прослушайте диалог 13, а затем произнесите его за диктором.

DIALOGUE 13

A: I was very busy yesterday.

B: Were you?

A: Yes, I was. I had a lot of work to do.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4. Выучите диалог наизусть.

XIII. Прочитайте с учителем и запомните новые слова.

did; He did his homework two hours ago. Kate did her English exercises last night. Did you go to the club yesterday? No, I didn't.

camera; He had a new camera. Oleg had no camera last year. **interesting**, an interesting text; It was an interesting book. **glad, be glad**; I am glad to see you.

ready, be ready, get ready; Are you ready? Be ready! We are always ready! Get ready for the lesson.

meet; We often meet near the post-office. I always meet Aleo in the library.

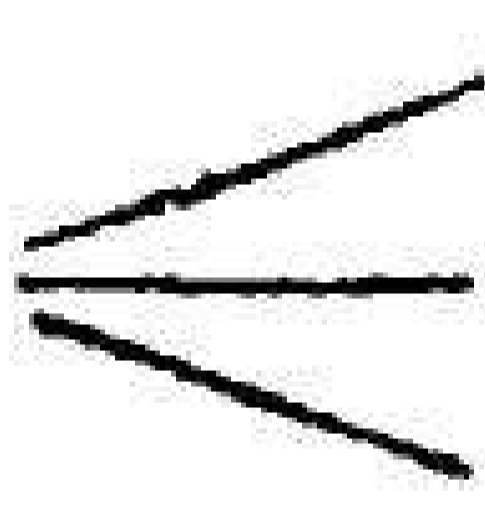
meeting; Yesterday we had a Komsomol meeting. Were you at the meeting, Pete?

be pleased; The teacher was pleased with Oleg's answer. I am very much pleased with your work.
talk; He likes to talk very much. Don't talk. We had an interesting talk with the writer.
be like; What is the weather like? It is snowing. What is he like? He is short.
fine, fine weather; The weather was fine yesterday.
place; I like this place. I like everything to be in place.
again; Read it again. Say it again. It's snowing again. I was in Moscow last year and I want to go there again.
next, next week, next year, next Sunday, next time; I can help you next time. I want to see you next Saturday.
stop, bus-stop; We often meet at the bus-stop. Stop! The light is red. "Stop talking," the teacher says.

- XIV. Проверьте правильность чтения. Прочитайте и напишите слова под следующими транскрипционными знаками: [aɪ], [eɪ], [ou], [ʌ], [ɑ:], [e], [ɪ], [i:], [i], [ɪ].

Five, rest, car, ring, sleep, stool, big, may, nose, must, us, say, garden, fine, like, did, note, day, farm, room, miss, see, sing, tell, meet, bus, arm, so, stay, leg, English, food, keep, need, long, run, song, hard, thing, club, pay.

- XV. а) Обратите внимание на изменение значения глагола *get* в зависимости от предлога или наречия, следующего за ним.

to get получать		up вставать	I get up at seven.
		on садиться	Get on the bus.
		off сойти, слезть	Get off the bus.

- б) Прочитайте предложения, употребив нужный по смыслу предлог.

1. Are you getting . . . at the next stop? 2. Look! Tom is getting . . . the bus. He is going somewhere. 3. We must get . . . at 6 o'clock today.

- XVI. Закончите предложения сначала устно, а затем напишите их.

1. I often meet . . . 2. Pete is pleased with . . . 3. We are glad to . . . 4. We are ready for . . . 5. . . . because he is away. 6. Ann says that . . .

- XVII. Напишите предложения, употребив нужные по смыслу слова: *again, away, says, for, ready, interesting, meet, pleased, glad, fine.*

1. We are . . . for the English lesson. 2. I am very . . . to see you. 3. That was the most . . . problem. 4. We never . . . at the bus-stop. 5. The weather was . . . last Sunday. 6. He wants to go there 7. You can't talk to Mr. Green, because he is 8. The mechanic was . . . with Mike's work. 9. The students were on holidays . . . a month. 10. Pete . . . that he was in Kiev last summer.

- XVIII. 1. Прочитайте текст и ответьте письменно на вопросы: 1) Where does Yura meet Vadim? 2) Where were the friends last week? 3) Were the friends pleased with the conference? 4) What was the weather like when they were in the town? 5) Who had a class meeting after classes?
2. Прослушайте текст до диалога, а затем прочитайте его вслух, подражая диктору.
3. Прослушайте диалог и прочитайте его по лицам, обращая особое внимание на интонацию.

YURA MEETS VADIM

Yura Voronin and Vadim Somov live in the country. They live on different collective farms.

One day Yura meets Vadim near the post-office. Vadim tells Yura that he was in town last week. He was there with his friends Sasha and Zina for three days. They were at the Komsomol conference in the club. They were all very pleased with the conference. The friends had a lot of interesting talks with people who were there.

The weather was fine all the time, and they had a good time in town.

Y u r a: Hallo, Vadim!

V a d i m: Hallo, Yura. I am glad to see you. How are you?

Y u r a: Very well, thank you. And you?

V a d i m: Fine, thank you. How is Lena?

Y u r a: I'm afraid she is ill. She must stay in bed for two weeks more, the doctor says. She is afraid to be behind in her work at school, because she misses a lot of lessons now. You know Lena always works hard and she is one of the best pupils in the 8th form. She does not want to study worse than she did it before.

V a d i m: Oh, I'm sorry to hear that.

Y u r a: Where are you coming from?

V a d i m: From school.

Y u r a: So late?

V a d i m: We had five lessons, and after classes there was a class meeting.

Y u r a: Oh, I see.

V a d i m: Mother is waiting for me for dinner. Good-bye, Yura.

Y u r a: Good-bye.

4. Прочитайте следующие утверждения, связанные с текстом, и скажите, правильны ли они.

Н а п р и м е р: Vadim was in town with his sister.—*That's not right. Vadim was there with his friends. The weather was fine all the time.—That's right. The weather was fine.*

1. Vadim was not glad to see Yura. 2. Vadim was in town last year. 3. Vadim was at the lesson in town. 4. Vadim

and his friends were not pleased with the conference. 5. The weather was bad at that time. 6. The friends had a good time there.

XIX. Расскажите о себе, используя следующий образец:

Vadim was in town last week. He was at the Komsomol conference there. Everybody was pleased with the conference. Vadim had interesting talks with different people. There were a lot of young people there. Vadim had a good time in town.

Supplementary Reader: 'English School' (Part One)

Новые слова

again снова	How are you? Как поживаете?
ago тому назад	interesting интересный
be away быть в отсутствии	last прошлый
be like быть похожим	meet встречать(ся)
be pleased быть довольным	meeting встреча; собрание
camera фотоаппарат	next следующий (по порядку); ближайший
conference конференция	place место
did делал (<i>past of do</i>)	ready готовый
fine хороший, прекрасный	be ready быть готовым
for в течение	get ready приготовиться
get off сойти, слезть	stop останавливаться; остановка
get on садиться (на автобус)	talk беседовать; беседа, разговор
glad довольный; радостный	was, were был, были (<i>past of be</i>)
be glad быть довольным; быть радостным	yesterday вчера
had имел (<i>past of have</i>)	

Lesson Twenty-Three **23** The Twenty-Third Lesson

I could skate last year.
Could you skate last year?
Yes, I could. No, I could not.
I could not skate last year.
I had to stay at home yesterday.
Did you have to stay at home yesterday?
Yes, I did. No, I did not.
I did not have to stay at home yesterday.
(с. 348)

I. а) Прочитайте с учителем и запомните новые слова.

ski, skis; I cannot ski well. Slava skis best of all in our school. Ann has new skis. Let's ski in the fields. It is so pleasant to ski when it snows a little.

skate, skates; Can you skate? Yes, I can skate a little. I have old skates, the skates are small for me. Oleg skates better than his brother.

football; Boys like football. Do you like football?

match, matches, a football match; There was an interesting football match yesterday.

fan, a football fan; There are some football fans in our class.

too, too small, too far, too large; These skis are too large for Ann. It is too cold today. The house is too small for the family.

б) Напишите по 2 предложения с каждым словом.

в) Употребите новые слова в следующих ситуациях:

1) You meet someone. He has skates under his arm. Ask him questions.

2) You want to ski. Ask someone to ski with you. 3) You come to someone and he (she) is watching a football match on TV. Ask him (her) questions.

II. а) Прочитайте следующие предложения и скажите, какой частью речи являются выделенные слова. (Помните, что в английском языке слово может быть существительным или глаголом в зависимости от функции, которую оно выполняет в предложении.)

Например: *существительное*

глагол

I need your help.

I help my mother.

Pete has new skates.

Pete skates well.

1. It often **snows** this winter. There is a lot of **snow** on the ground. 2. May I have a **dance** with you? They often **dance** on Sundays. 3. His **name** is Igor. They **name** him Igorek. 4. The holidays are coming to an **end**. The road **ends** here. 5. We had a pleasant **talk** yesterday. They never **talk** at the lessons. 6. **Rain, rain, go away, come again** another day. The farmers need **rain**. It often **rains** here in September. 7. We had a pleasant **walk** in the country. Don't **walk** so fast. 8. Everybody likes to **ski** in winter. He is too tall for his **skis**. 9. He does not want to **skate**. These **skates** are too small for the boy.

б) Выполните упражнение II а) письменно. Подчеркните выделенное существительное одной чертой, а глагол — двумя.

III. а) Образуйте существительные от глаголов и переведите их.

Например: **help** — помогать; *helper* — помощник

Teach, skate, learn, ski, read, write, dance, sing, speak, work.

б) Употребите вновь образованные слова в предложениях.

Например: *Edward Hill is a singer.*

There are a lot of readers in this library.

IV. Прочитайте о учителем.

could; This man could skate well when he was young. We could not speak English last year. Could you find him last night? had to; I had to go there. Also had to stay at home yesterday. They had to work in the fields till night last week. might; He might be not so lazy.

V. Прочитайте вслух, обращая внимание на формы модальных глаголов.

<i>Present</i>	<i>Past</i>
1. I can drive a car. I can skate well. He can find him. We can speak French.	I could drive a car last year. I could skate well last year. He could find him last night. We could speak French two years ago.
2. I must go to the library. I have to go to the library.	I had to go to the library yesterday.
3. You may come in.	You might have come in.

VI. а) Составьте предложения. Имена, данные в таблице, замените именами ваших друзей и знакомых.

1. I Mike You Ann and I They Dima	could	ski well last year. see well at the football match. find him last night. skate well. come in time.
2. Could	you Sasha and Pete this man the students they	stay at home? see him yesterday? ski well? find him last night? drive a tractor?
3. We She They The students I	could not	come yesterday. see well at the football match. speak English last year. skate two years ago. stay at home last Monday. find the mechanic anywhere.

б) Напишите по 3 предложения, соответствующих реальной ситуации, к каждой из таблиц.

VII. а) Составьте предложения. Отмеченные звездочкой предложения переведите на русский язык.

1. I He Ann We You The students	had to	skate well. stay at home yesterday.* work in the fields. ski well. see her last night.* find him there.
2. Did	you Ann Pete and Bob he we the students	have to find him anywhere?*
3. You They Sasha and Oleg Zina Igor We	did not have to	stay there. find the man last night. go anywhere.* ski yesterday. come here. see him last night.*

б) Напишите по 3 предложения, соответствующих реальной ситуации, к каждой из таблиц.

VIII. Усомнитесь в правильности данных высказываний. (Помните, что вопросительные и отрицательные предложения с **had to** строятся при помощи вспомогательного глагола **did**: *Did you have to go there?*)

Н а п р и м е р: Andrew could go to the library.—*Could Andrew go to the library?*

1. Mike could stay there last night. 2. Vadim had to find the book in the morning. 3. The students could read French books some years ago. 4. I could see her yesterday. 5. The agronomist could come here last week. 6. The vet could be there in time. 7. Andrew had to do this exercise. 8. They could answer the questions. 9. The mechanic had to get up at five. 10. We could work on a collective farm last Saturday.

IX. Опровергните высказывания и дополните их.

Н а п р и м е р: Sasha could read French books last year.—*Sasha could not read French books last year. He did not study this language.*

1. You could stay with us yesterday. 2. The girl could find her exercise-books. 3. You could skate well last year. 4. The students could come here last night. 5. They had to get up at 6 o'clock yesterday morning. 6. Andrew could read this French book last month. 7. The boy could be here in time. 8. Kate could answer the question. 9. We could write this exercise. 10. Pete and Mike could watch TV last night.

- ⊙ X. 1. Прослушайте диалог 14, а затем произнесите его за диктором.

DIALOGUE 14

1

A: I couldn't watch TV yesterday.
B: Why couldn't you?

2

A: Because I had to stay at home and study English.

2. Прочитайте диалог про себя.

3. Прочитайте диалог вслух (работа в парах).

4**. Замените выделенные слова данными в соответствующих колонках:

1	2
last night	to go to the library
last Sunday	to talk to my friends
in the evening	to help my mother
last week	to work on a farm

5. Составьте диалог и воспроизведите его в парах.

XI. Прочитайте с учителем и запомните новые слова.

team, a football team; There are many good football teams in the Soviet Union. What team do you like best?

easy, easy texts; We can read only easy texts. It is easy to do it.

difficult, a difficult problem, a difficult language; Russian is one of the most difficult languages.

still; He is still in bed. Ann is still ill. The teachers were still at school.

between, between two windows; Sasha sits between Ann and Oleg.

though, although; Though it is raining we must leave home. We could read the text though it was difficult.

parents, grandparents; His parents live far from here. Grandfather and grandmother are grandparents.

wife, wives; Artem's wife works in our school library.

husband; Her husband's name is John. My sister's husband is a mechanic. Anna's husband works on a collective farm.

XII. Прочитайте самостоятельно, руководствуясь правилами чтения выделенных букв и буквосочетаний.

[ɪ]	[ɔ:]	[æ]	[i:]	[aɪ]	[u]
ill	all	can	tea	five	good
till	small	carry	team	nine	book
still	tall	family	teacher	mine	look
different	ball	fan	easy	wife	cook
difficult	wall	match	clean	alive	

XIII. Составьте предложения, употребив слова противоположного значения.

Н а п р и м е р: *Good is the opposite of bad.*

Thin, young, difficult, finish, rest, short, hot, small, white.

XIV. а) Обратите внимание на то, как меняется значение глагола в зависимости от слова, которое следует за ним

look	at	смотреть (на)	Look at the map.
	after	присматривать, заботиться	The grandmother looks after the child.
	for	искать	What are you looking for?

б) Прочитайте предложения, вставляя at, after, for вместо пропусков.

1. Who is looking . . . your child? 2. Let's look . . . Mike. He is somewhere in the garden. 3. Look . . . those flowers. They are so beautiful. 4. Ann helps her mother to look . . . the children. 5. Look . . . my camera. Isn't it nice? 6. What are you looking . . .? I am looking . . . my bag. I can't find it anywhere.

в) Выполните упражнение XIV б) письменно.

XV. Задайте друг другу вопросы по алфавиту и ответьте на них.

Н а п р и м е р: *What letter comes between K and M?—L comes between K and M.*

XVI. Составьте предложения, употребив нужную форму глагола.

Dima	is are	still	there.
She			at home.
The men			ill.
The child			busy.
The women			
The husband			
The wife			

XVII. а) Обратите внимание на названия членов семьи по-английски.

THE FAMILY

Grandparents	—	grandfather
	—	grandmother
Parents	—	father (husband)
	—	mother (wife)
Children	—	son (brother)
	—	daughter (sister)

б) Скажите, кто из членов семьи у вас есть и кого нет.

Н а п р и м е р: *I have a sister, but I have no brother.*

XVIII. Задайте друг другу вопросы с *why*.

Н а п р и м е р: He couldn't go there, because he was ill.—
Why couldn't he go there?
He had to stay at home, because his mother
was away.—*Why did he have to stay at home?*

1. Pete couldn't make notes, because he had no pencil.
2. I couldn't help you, because I was busy. 3. Masha had to stay at home, because it was very cold. 4. He couldn't be there in time, because there was no bus for a long time. 5. Igor had to write this exercise, because he couldn't do it at home. 6. Pupils couldn't answer the questions, because they were too difficult for them. 7. I couldn't go to the library, because I had no time. 8. The family couldn't watch TV, because the child was ill. 9. Boris couldn't invite too many friends to his house, because they had a two-roomed flat. 10. They had to call the doctor, because the grandmother was ill.

XIX. 1. Прочитайте текст и ответьте на вопросы: 1) Was Victor a football fan? 2) Why couldn't he go to the match? 3) Where was his mother?

VICTOR COULDN'T GO TO THE MATCH

Victor Ivanov is a worker. He lives in Moscow. He is a football fan. Victor likes to go to football matches.

There was a very interesting football match last Saturday. It was a match between the teams of the Soviet Union and Great Britain. Though Victor is a football fan, he couldn't go to the match. He couldn't go to the match, because he had to stay at home. He had to stay at home, because his mother was away in Klin and he had to look after his little sister.

He had to cook food for the child, he had to wash and dress her. That was not very easy. To tell the truth it was very difficult, but he had to look after his little sister.

When the mother was back from Klin, she found Victor and Kate at home. They watched TV and the most interesting thing was that it was the match between the teams of the Soviet Union and Great Britain.

2. Прочитайте текст 'Victor Couldn't Go to the Match' и выпишите предложения с **had to** и **could**.
3. Прочитайте текст и докажите, что 1) Victor is a good son; 2) it is not easy to look after the child.

XX. Расскажите о себе, используя образец:

Two days ago Nick had to stay at home. His mother was away and he had to look after his little brother. It was difficult for Nick to cook, dress and wash the boy. So he was very glad when his mother was back at home.

Прочитайте и запомните пословицу.

First think, then speak.— Сперва подумай, (а уж) потом скажи.

Supplementary Reader: 'English School' (Part Two)

Н о в ы е с л о в а

between между	match матч
could мог (<i>past om can</i>)	might мог (<i>past om may</i>)
difficult трудный	parents родители
easy легкий	skate конек; кататься на коньках
fan энтузиаст, болельщик	ski лыжа; ходить на лыжах
football футбол	still до сих пор, (все) еще
grandparents бабушка и дедушка	team команда
had to должен был (<i>past om have to</i>)	though (although) хотя, несмотря на
husband муж	too слишком
letter буква	wife жена
look after присматривать за, заботиться о	

Lesson Twenty-Four **24** The Twenty-Fourth Lesson

I worked hard yesterday.
Did he work hard yesterday?
Yes, he did. No, he did not.
He did not work hard yesterday.
(с. 340)

I. Прочитайте за учителем и запомните, что окончание **-ed** правильных глаголов читается как:

[d]	[t]	[ɪd]
stayed	washed	wanted
lived	dressed	skated
answered	liked	waited
opened	talked	studied

II. Образуйте **Past Indefinite** от следующих глаголов:

- 1) work, stay, answer, open, listen, finish, end, cook, help, miss, rain, snow, rest, thank, walk, ski;
- 2) live, dance, invite, prepare, skate;
- 3) study (изменив конечную y на i).

III. Составьте предложения. Имена, данные в таблице, замените именами ваших друзей и знакомых.

1. I Pete Nelly We Tom and Ann	worked studied skated skied	yesterday. last winter. last Sunday. two days ago. every day.
2. Did	she he they the students	work? dance? meet? read? sing? understand?
3. He The students She We They	did not	answer the question. work hard. wait. find the books. sing the song. learn French.

IV. a) Найдите **Past Indefinite** и **Past Participle** следующих известных вам глаголов и напишите их в три столбика (см. с. 357).

Be, begin, come, do, drink, eat, find, get (up), give, have, keep, know, learn, leave, let, lie, make, meet, read, run, see, shine, show, shut, sing, sit, sleep, speak, stand, take, teach, tell, understand, write.

б) Прочитайте предложения, употребив нужную форму глагола.

Н а п р и м е р: I (*get up, got up*) at 7 o'clock yesterday.—
I got up at 7 o'clock yesterday.

1. I always (*meet, met*) Mike at the bus-stop when I go to school. 2 My friend (*is, was*) late yesterday. 3. We (*finish, finished*) our work two hours ago. 4. Kate often (*sings, sang*) English songs. 5. The collective farmers (*thank, thanked*) us for our help last Saturday. 6. We (*see, saw*) our agronomist last Monday. 7. Did you (*go, went*) to the library yesterday? 8. Mother (*watches TV, watched TV*) when we came. 9. Andrew and Nelly (*dance, danced*) well last night. 10. Pete's sister (*stays, stayed*) at home, because she was ill. 11. The pupils (*cannot, could not*) speak English last year.

в. Прочитайте предложения, употребив нужную форму глагола в Past Indefinite.

1. It often ... last winter.		snow
2. They ... Russian last year.		study
3. Mike ... his friends to dinner.		invite
4. Many of our pupils ... and ... last Sunday.		skate, ski
5. The boy ... some geography and chemistry lessons last month.		miss
6. I ... to wait for you but I couldn't.		want
7. Andrew's mother ... good dinner for us yesterday.		cook
8. My brother ... books on the shelf.		keep
9. They ... a lot of books there.		find
10. There ... beautiful flowers in the garden last summer.		be

VI. Задайте друг другу вопросы с when.

Н а п р и м е р: I went to the library yesterday.— *When did you go to the library?*

1. He came home at 10 o'clock. 2. Mike and Pete met at the bus-stop. 3. She worked as a clerk in an office last year. 4. Zina sang a new song. 5. We studied different subjects last year. 6. It often rained last summer. 7. The grandfather stayed with us for a week last March. 8. I got up at 6 o'clock last Monday. 9. They watched TV. 10. Ann read and learnt the rhyme.

⊙ VII. 1. Прослушайте диалог 15, а затем произнесите его за диктором.

DIALOGUE 15

A: Did you stay at home yesterday evening?

B: Yes, I did.

A: What did you do?

B: I watched TV.

2. Прочитайте диалог про себя.
3. Прочитайте диалог вслух (работа в парах).
- 4**. Замените выделенные слова синонимами в колонке:

listened to the radio
 read an interesting book
 helped Mother to cook dinner
 worked in the garden with Father
 lay on the sofa
 wrote exercises

5. Составьте диалог и воспроизведите его в парах.

- ⊙ VIII. 1. Прослушайте диалог 16, а затем произнесите его за диктором.

DIALOGUE 16

A: I saw a film on TV last night. Did you see the film?

B: Yes, I did.

A: Did you like it?

B: Yes, very much.

2. Прочитайте диалог про себя.
3. Прочитайте диалог вслух (работа в парах).
4. Замените последнюю реплику выражениями:

Certainly, I did.

No, not so much.

- IX. Прочитайте текст и ответьте на вопросы: 1) What did Vadim Petrovich do at home in the morning? 2) What was the weather like when he left home? 3) What did Vadim Petrovich do at his office on that day?

A BUSY DAY

Though it was winter Vadim Petrovich, the agronomist of the collective farm 'Zarya', had a busy day last Tuesday.

He began his morning with the radio, he listened to the news. At half past seven he got up, washed, did his morning exercises at an open window, dressed and had breakfast.

Vadim Petrovich likes mornings, because he can see his family, and he can have a talk with his wife and children.

At a quarter to nine Vadim Petrovich left home. It was a cold winter day. There was a lot of snow on the ground. The sky wasn't blue, and the sun didn't shine at all. There weren't any people in the street.

Vadim Petrovich went to the office. The office is not far from his house, so he walks there. The road was white with snow and he couldn't walk fast. When he came to the office, some people wanted to see and talk to him. His working day began. At 1 o'clock he went home to have dinner. He always has dinner at this time with his wife and little daughter who does not go to

school. He ate his dinner, rested a little, and went back to his office. Vadim Petrovich had to talk to some people, to write some letters, and to do some other work.

At 5 o'clock he had an important meeting. And only at 8 o'clock he came home.

- X. Расскажите об одном из ваших трудовых дней ('My Busy Day') или о дне вашего товарища (брата, сестры, матери и т. д.).

Прочитайте и запомните пословицу.

Well begun is half done.— Лиха беда начало.

Supplementary Reader: 'Naughty Children'

Lesson Twenty-Five **25** The Twenty-Fifth Lesson

**We can get there either by train or by plane.
You can get there neither by bus nor by lorry.**

- I. Read with the teacher and study the use of the new words.

get, get there, get to; You can get there by bus. You can get to the farm on foot. It takes me ten minutes to get to school.
bicycle, bicycles, by bicycle; Some of our boys get to school by bicycle.

motor-cycle; His brother has a new motor-cycle. He goes there by motor-cycle.

train, by train; I like to go by train.

plane, by plane; You can get there only by plane.

airplane, airplanes, by airplane; People can get from one place to another by airplane.

ship, ships, by ship; Oleg's father went from Azov to Odessa by ship.

trip, a week-end trip, a trip to Moscow; They liked their trip to Moscow very much.

usual, usually; Tea is the usual drink of Russian and English people. He came back later than usual. When do you usually get up?

mean (meant); What does it mean? The Latin word 'pater' means 'father'.

means of communication; Train is a means of communication.

use, used; Do you know how to use these words? May I use your pen?

river, rivers; The Volga is one of the biggest rivers in the Soviet Union.

city, a big city; Moscow is a big city. Name the biggest city in the Soviet Union.

town; Novgorod is a town. There are a lot of towns in the Soviet Union.

village, villages; My grandmother lives in a small village.

building, a new building; The office is in an old building.

shop; There is a new shop in the village. You can find everything you need in this shop.

put (put); Put the book on the table. I put the bag on the stool.

think (thought); I think Ann is right. What did you think he was?

I thought he was a driver.

each, each student; The teacher gave two books to each boy.

Each of them wanted to go there.

each other; They liked each other. They looked at each other.

together; They went there together.

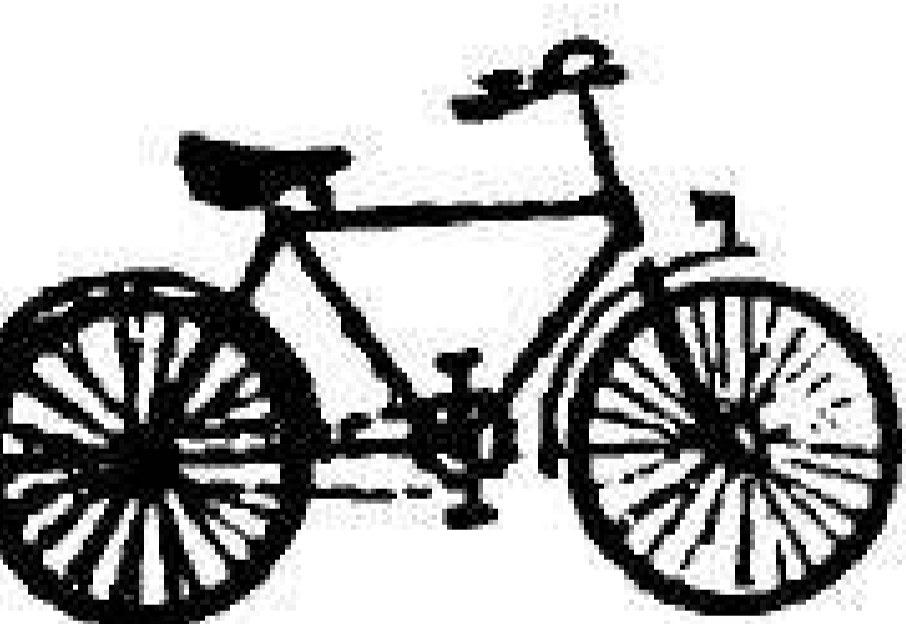
side, other side, each side, on each side, on each side of the street.

either . . . or; You can get to that village either by bicycle or on foot. Igor is either at school or at home.

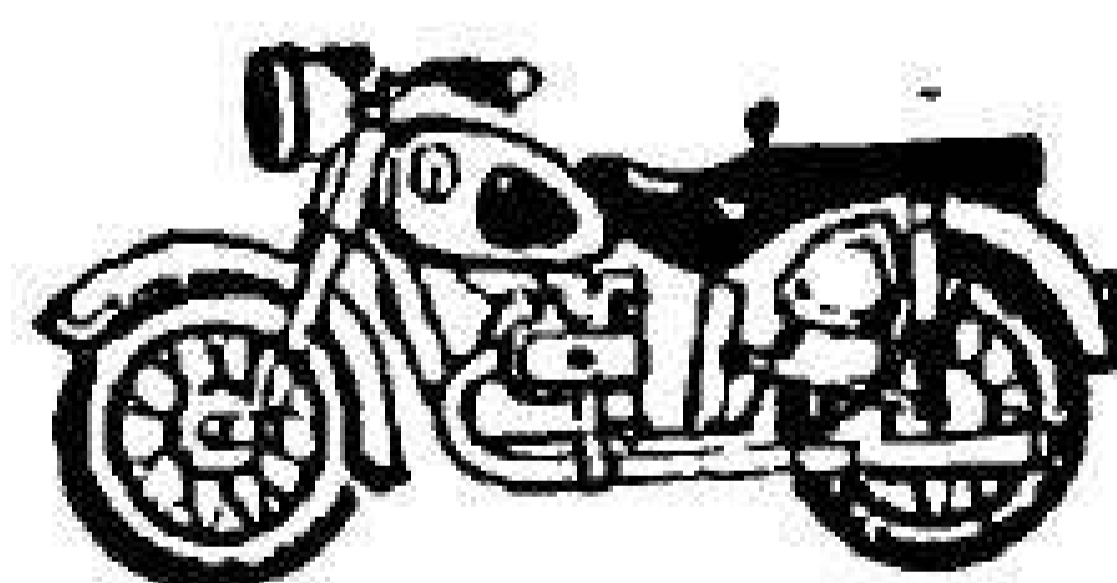
neither . . . nor; He could go there neither by train nor by car.

- II.** Arrange the following words according to the rules of reading. Write them under the symbols: [u], [ei], [æ], [ʌ], [ə:], [aɪ], [i].

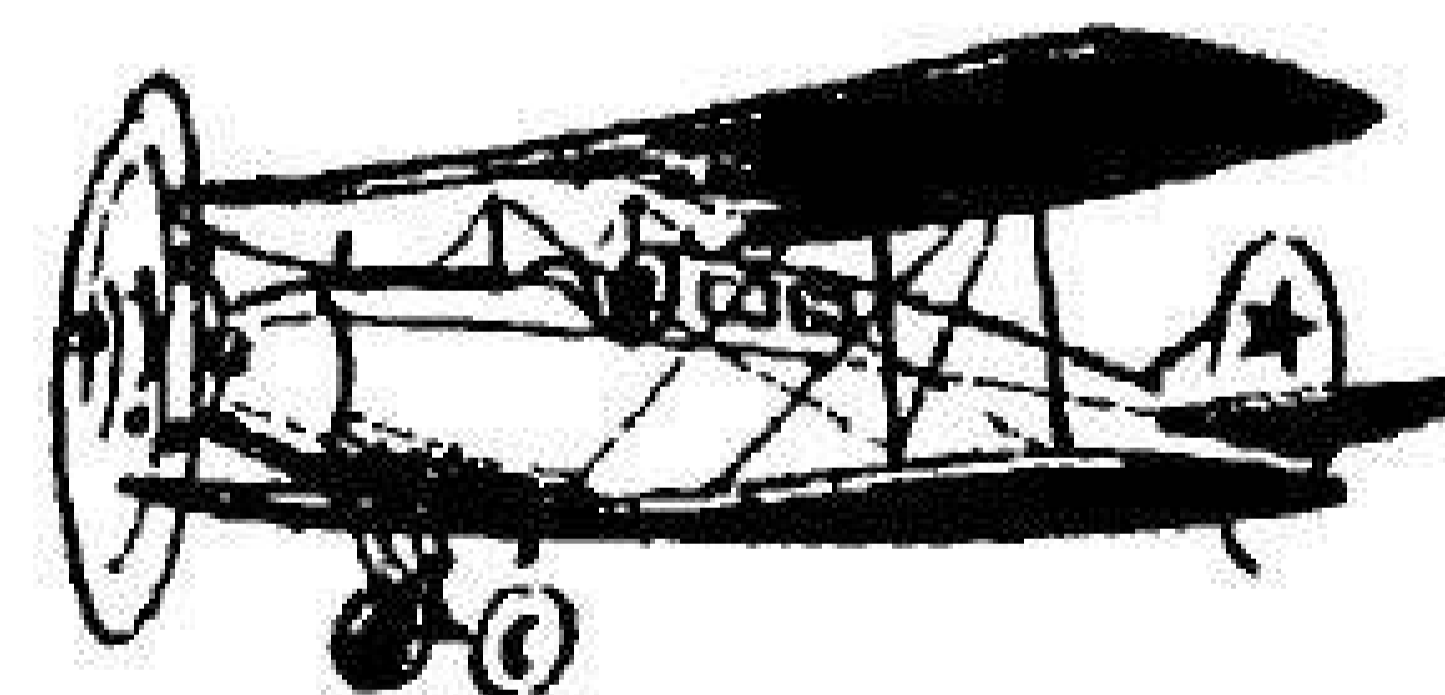
Kate, book, time, good, difficult, husband, match, wife, film, girl, but, cook, place, still, look, fan, bus, her, bad, nine, did, invite, us, late, had, white.



bicycle
(by bicycle)



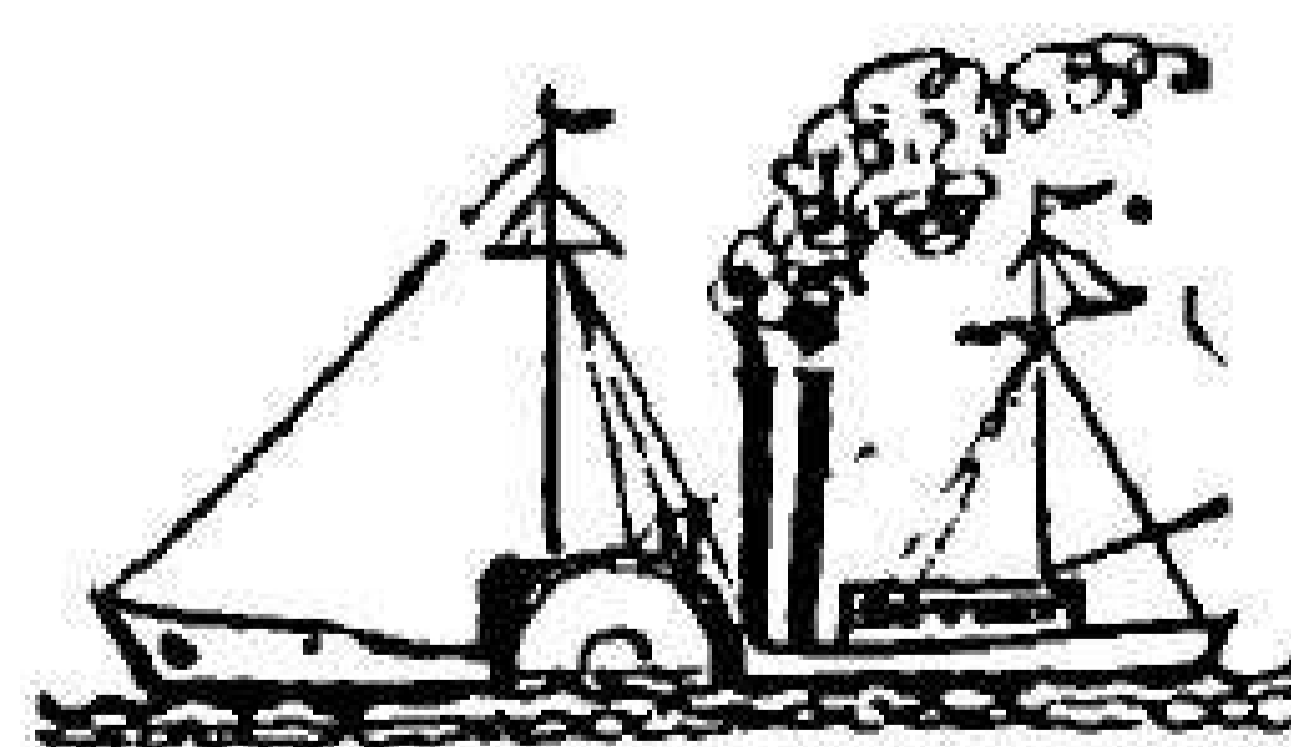
motor-cycle
(by motor-cycle)



airplane
(by airplane)



train
(by train)



ship
(by ship)

IV a) Make up sentences. Use the names of people and places you know.

1. You Pete Nelly She They I	can get there		by bus. by car. by train. by airplane. by ship. by bicycle. by motor-cycle. by lorry.
2. Can	you Sasha Ann he they we	get there	by car? by train? by airplane? by ship? by bicycle? by motor-cycle? by bus? by lorry?
3. I You He We They	can't get there		by ship. by airplane. by car. by lorry. by bus. by train. by bicycle. by motor-cycle.

b) Make up sentences in the Past. Write 3 sentences on each of the tables in the Present and 3 — in the Past.

V. a) Make up sentences which should correspond to real situations.

1. It takes	me him her us them	ten minutes two days twelve hours ten days a week	to get there.
2. How much time	does is take	you Ann them	to get there?

3. It doesn't take	us Kate me him them	much time	to get there.
-----------------------	---------------------------------	-----------	---------------

b) Make up sentences in the **Past**. Write 3 sentences on each of the tables in the **Present** and 3 — in the **Past**.

a) Read, copy and remember:

mean—meant—meant
put—put—put
say—said—said
think—thought—thought

b) Choose the necessary form of the verb.

1. What do you (*mean, meant*) by that? 2. He (*puts, put*) the book on the table and went away. 3. Andrew usually (*says, said*) "Good afternoon" when he came home. 4. Kate always (*thinks, thought*) before she answers. 5. We (*say, said*) "Good bye" and went to the river.

Extend the sentences.

1. Use this pencil (red, long, nice). 2. Put the book (French, big, on the table). 3. Think (a little, how to answer the question). 4. This is a shop (village, big, new). 5. You can see a building (beautiful, new, on the other side of the street). 6. There is a river (small, nice) near the village.

Ask 'when' questions to get some information.

F o r e x a m p l e: I usually walk there.—*When do you usually walk there?*

1. Boris usually watches TV with his family. 2. Zina usually came home in time. 3. We usually got to town by bus. 4. They usually worked hard at their English. 5. We usually went there on a trip. 6. The family usually had tea together. 7. We liked to go to the river.

Read the sentences using the words: each, each other, together, side, trip.

1. The boys of Form 9 B went on a . . . to town for their winter holidays. 2. The teacher gave new exercise-books to . . . pupil. 3. Pete and Mike are great friends. They always go everywhere 4. There are beautiful buildings on each . . . of the street. 5. We always help

X. Complete the sentences.

a) 1. Pete was either in Omsk or . . . 2. They came here either yesterday or . . . 3. Kate may go either by train or . . . 4. He went there either by motor-cycle or . . . 5. Andrew could get there either by bicycle or . . . 6. It is either here or . . . 7. Lida could get to the library either by bicycle or . . .

b) 1. He had neither sister nor . . . 2. Andrew was neither in London nor . . . 3. I saw neither you nor . . . 4. He learnt neither French nor . . . 5. Kate worked neither on the farm nor . . . 6. The child washed neither his face nor . . . 7. He lived neither in Omsk nor . . .

XI. Look at the pictures and 1) name each of them; 2) say where you (your grandparents) live; 3) tell the class what villages, towns and cities you know and why you know them; 4) tell the class in what village, town or city you were last time; 5) say a few words about a village, a town or a city you were in.



⊙ XII. 1. Listen to dialogue 17 and then repeat it after the speaker.

DIALOGUE 17

1
A: I don't think **English** is easy.

B: Why do you think so?

2
A: Because I have to **work very hard**.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words in bold type with the words given in columns:

1
geography
history
French
chemistry

2
read much
know much
spend much time to learn it

5. Make up a dialogue and reproduce it in pairs.

- © XIII. 1. Listen to the text with the books closed and answer the teacher's questions.
2. Listen to the text and pronounce it after the speaker in a whisper.
3. Read the text, write out the sentences with the words cities, towns, villages, means of communication, usually and translate them.

CITIES. TOWNS. VILLAGES

Houses are buildings. Schools and clubs are buildings, too. A shop is a building or a part of a building.

When there are many houses and other buildings together, they make a town. A city is a very big town.

When there are few houses and other buildings together, they make a village.

Cities, towns and villages have names.

Moscow, Leningrad, Kiev, Minsk, etc. are the names of cities in the Soviet Union.

London, Cambridge, Oxford, etc. are the names of cities in England.

Cities, towns and villages have streets between their buildings, that is, the buildings are on each side of a street. On each side of the street, in front of the buildings there is a pavement. Between the pavements there is the road. People walk on the pavements, buses and cars drive on the roads.

We can get from one place to another by different means of communication. We can go by train, by airplane (or plane), by ship, by bus, by car, etc.

How can we get from Moscow to Vladivostok? We can get there either by train or by airplane. If we go by train it takes us about seven days. If we go by airplane it takes us about 12 hours only.

How can we get to the nearest town? We can get there either by bus or by train.

How can we get from one village to another? We usually use a bicycle, a motor-cycle or a bus to get from one village to another.

- XIV. Tell the class about your trip to some place Use the following text as an example.

MY TRIP TO GRANDPARENTS

I live in the village Olkhovka with my parents. My grandparents live in another place far from here.

Last summer I went to the town Usolye where my grandparents live. It is a very nice place. The town stands on the big river Kama. I could go there either by train or by ship. I like to go by ship. So I had to get to the river first by train and then the ship took me down the river to the town. It took me three days to get there. The weather was fine all the time. It was so pleasant to go by ship.

Read and learn the proverb.

Everything comes to him who waits. — Терпенье и труд все перетрут.

Supplementary Reader: 'Education in the USA'

V o c a b u l a r y

airplane самолет, аэроплан

bicycle велосипед

building здание, строение

city большой город

each каждый

each other* друг друга

either . . . or или . . . или

example пример, образец

for example например

get to* добраться до чего-либо

it takes требуется

mean (meant) значить, означа-
чать

means of communication сред-
ства связи

motor-cycle мотоцикл

neither . . . nor ни . . . ни

plane самолет

put (put) класть, ставить

river река

ship корабль, судно

shop лавка, магазин

side сторона

that is то есть

think (thought) думать

together вместе

town город; городок

train поезд

trip путешествие; поездка

use употреблять; применять

usual обыкновенный, обычный

usually обыкновенно, обычно

village село, деревня

Lesson Twenty-Six

26

The Twenty-Sixth Lesson

Both men and women may go.

I. a) Read with the teacher and study the use of the new words.

place, places of interest; There are a lot of places of interest in Moscow.

capital; Moscow is the capital of the Soviet Union. London is the capital of Great Britain.

seat; Take a seat, please. There are no chairs in the field, so you may use that box as a seat.

government, the seat of the government; The seat of the government of our country is the city of Moscow. Washington is the seat of the government of the USA.

museum, museums; Museums show how people lived in the past.

theatre; Theatre is a place where we usually go to see a play of actors.

cinema, cinemas; There are three cinemas in this town.
bank, bank clerk; the Bank of England; He worked as a bank clerk there.
rich, rich man, rich family, rich country; This is a rich state farm.
poor, poor people, poor work; Lots of poor people lived in India. Poor work means bad work.
west; The town of Brest is in the west of our country. The West End is the part of London where the rich people live.
east, go to east; Vladivostok is in the Far East of the Soviet Union.
port, big port, small port; Odessa is a big port, centre; Red Square is the centre of Moscow. The Times Square is the geographical centre of New York.
business; Are you in Omsk on business? It is a teacher's business to help pupils to learn.
visit; I was on a visit to my grandparents; **visit, visited;** He visited his friends on week-end.
die, died; Shakespeare died in 1616. Pushkin died in 1837.
play, Shakespeare's play; We saw a play last night; **play, played;** This driver plays football very well. Look, the children are playing in the garden.
drama; Drama is a play which we can see at the theatre.
commercial, commercial centre; Tokyo is one of the greatest commercial centres in the world.
world, all over the world; People all over the world sing Soviet songs.
dear, dear friend; Your mother is dear to you. Come here, my dear. Yes, dear. No, dear.
thousand; Thousands of people usually come to Red Square on May and November holidays.
both; I want both books. I want both of them. I saw them both last night. We both went to the theatre; **both . . . and . . . ;** Both men and women may go.

b) Read Ex. 1 a) and copy any sentence to illustrate the use of each word. Underline the new words.

II. Read the words following the rules of reading.

[ɪ]	[i:]	[θ]	[æ]	[aɪ]
difficult	tea	thick	can	mine
film	team	tenth	match	wife
cinema	seat	three	fan	wives
ship	easy	theatre	family	lie
village	meet	thirty	capital	die
city	meeting	think	tragedy	bicycle
million	between	thousand	bank	my
visit	keep	thanks	actor	why

© III: a) Read after the speaker.

Moscow	the Soviet Union (USSR)
London	Great Britain
Paris	France
Washington	the United States of America (USA)
Tokyo	Japan
Rome	Italy
	Europe

b) Complete the sentences.

For example: Moscow is the capital of . . . — *Moscow is the capital of the Soviet Union.*

The seat of the government of France is . . . —
The seat of the government of France is Paris.

1. London is the capital of . . . 2. Tokyo is the capital of . . .
3. Paris is the capital of . . . 4. Washington is the capital of . . .
5. Rome is the capital of . . . 6. The seat of the government of
Italy is . . . 7. The seat of the government of the Soviet Union
is . . . 8. The seat of the government of Great Britain is . . .
9. The seat of the government of the United States of America
is . . . 10. The seat of the government of Japan is . . .

© IV**. a) Listen to the speaker and then make up sentences following the model.

<p>1. You can find many</p>	<p>theatres cinemas museums big shops banks squares places of interest</p>	<p>in Moscow. in London. in Paris. in Washington. in Rome. in Tokyo.</p>
<p>2. Are there many</p>	<p>squares banks big shops cinemas museums theatres places of interest</p>	<p>in London? in Paris? in Moscow? in Tokyo? in Rome? in Washington?</p>

b) Write 3 sentences on each of the tables.

V. Form nouns by adding -ness to the words busy, rich, poor and translate them.

For example: lazy — ленивый; laziness — лень

VI. Make up sentences using the words of the opposite meaning.

For example: *Thin* is the opposite of *thick*.

Big, poor, east, richness, hard working, short, cold, black, good.

VII. Fill plays, films, ports, theatre. visited, west, commercial, capital, actor, cinema in:

1. Moscow is the . . . of the Soviet Union. 2. They usually . . . our village in winter. 3. Vladivostok is one of the biggest . . . in the Soviet Union. 4. We go to the . . . to see a film. 5. Tokyo is one of the busiest . . . centres of the world. 6. We usually go to the . . . if we want to see a play. 7. Tom often . . . with his little brother. 8. Yuri Nikulin is a well-known I saw him on TV. 9. We saw some English . . . last month. 10. Brest is in the . . . of our country.

VIII. Complete the sentences.

1. Both mechanic and . . . work on the collective farm. 2. Both Nick and . . . ran to the river. 3. Both Nina and . . . worked as nurses in the hospital. 4. Both grandfather and . . . visited us last week. 5. Both brother and . . . went to the theatre. 6. Both Brest and . . . are in the west of the Soviet Union. 7. Both French and . . . are not easy to learn. 8. Both Alec and . . . study well. 9. We use both pen and . . . when we write.

IX. Make up sentences with both . . . and

For example: *Both pupils and students often visit this museum.*

X. Copy the sentences and underline verbs with one line and nouns with two lines.

1. I like this play very much. 2. We usually play a little after school. 3. The word 'city' means 'a very big town'. 4. Buses, trains and planes are means of communication. 5. My grandfather went on a visit to his daughter. 6. I always visit my friend when he is ill.

⊙ XI. 1. Listen to dialogue 18 and then pronounce it after the speaker.

DIALOGUE 18

A: How long does it take to build a house like that?

B: Six months.

A: What? Six months! I think it doesn't take us more than six weeks to build a house like that.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
- 4**. Replace the words in bold type with the words given in columns:

1	2
building	eight months
school	two years
hospital	ten months
shop	a year

5. Make up a dialogue and reproduce it in pairs.

- ⊙ XII. 1. Listen to the text with the books closed and name the most important parts of the city.
2. Listen to the text and then pronounce it after the speaker in a whisper.

LONDON

London is the capital of Great Britain. More than six million people live in London. London lies on both banks of the river Thames. It is the largest city in Europe and one of the largest cities in the world.

London is not only the capital of the country, it is also a very big port, one of the greatest commercial centres in the world, a university city, and the seat of the government of Great Britain.

The most important parts of London are: the City, the West End, the East End and Westminster.

The City is the busiest part of London. People do business there. Only about ten thousand people live there.

The West End is the richest part of London. You can find the best shops, theatres, cinemas, museums, fine parks and squares there. Its houses and streets are the finest in the capital. The rich people live in the West End.

The East End is the part of London where working people live. It is not so rich as other parts of London and there are fewer parks there.

Westminster Abbey is one of the most beautiful buildings in London. There are many monuments of great men there. Many great English scientists lie buried there; among them Newton, Darwin and Watt. In the Poets' Corner some of the famous English poets and writers are buried.

3. Read the text and write out the sentences, including the following words: **university, million, richest, and working people.**
4. Tell the class what you learnt about London.

- XIII. Tell the class about any capital you like (Moscow, London, Paris, Washington, Tokyo or Rome). Use the text and Ex. III, IV.

XIV. a) Read the letter.

Dear Mike,

Last year a group of pupils of our school visited Moscow, the capital of our country. We stayed in Moscow for two weeks and could see many interesting things. We could walk along its beautiful streets and squares. Our group visited many museums, theatres and cinemas.

We liked Red Square, the Kremlin with its red walls, the Moscow University, the Ostankinskaya Tower best of all. Though we stayed in Moscow for two weeks, we couldn't visit all the places of interest.

Yours,
Sasha.

b) Write a letter to your friend about your trip to some place. Use Sasha's letter as a model.

Read and learn the proverb.

East or west, home is best.— В гостях хорошо, а дома лучше.

Supplementary Reader: 'Shakespeare'

V o c a b u l a r y

actor	актер	places of interest	достопримечательности
bank*	банк	play	пьеса; играть
both	оба	poor	бедный
both . . . and	и . . . и; как . . . , так и . . .	port	порт
business	дело, занятие	rich	богатый
capital	столица	seat	место
centre	центр; середина чего-либо	square	площадь
cinema	кино	theatre	театр
comedy	комедия	thousand	тысяча
commercial	коммерческий	tragedy	трагедия
dear	дорогой	visit	навещать, посещать; посещение, визит
die	умирать	west	запад
east	восток	working people	трудящиеся
government	правительство	world	мир; вселенная
letter	письмо	all over the world	во всем мире
museum	музей		
place	место		

Lesson Twenty-Seven **27** The Twenty-Seventh Lesson

He came here to help us.
(c. 349)

I. Read and translate the sentences.

1. They went to town by bus to be there at 6 o'clock p.m.
2. The people came to the port to meet the ship from Odessa.
3. The boys ran to the fields to see the new tractor.
4. The young people came to the club to dance.

II. Ask 'why' questions for the classmates to answer.

For example: The driver went to the shop to talk to the mechanic. *Why did the driver go to the shop?—To talk to the mechanic.*

1. Pete went to the bus-stop to meet his mother.
2. The pupils read the text again to understand it.
3. Zina invited Ann to have tea with her family.
4. The collective farmers came to the office to talk to the agronomist.
5. Every evening Mike came to Slava's house to watch TV.
6. The boys went to town to see the new cinema (house).
7. Sasha went to the hospital to call the doctor.
8. Our class went to the town to visit the museum.
9. We left home at seven not to be late for the bus.
10. Oleg always waits for his friends to go home together.

III. Complete the sentences.

I came here ¹ to . . .
He went there ¹ to . . .

IV. a) Read with the teacher and study the use of the new words.

way, ways; Which is the best way home? Can you find your way?
horse, on horseback; There are several beautiful horses on the state farm.

boat, by boat; Can I get there by boat? You can see a lot of ships and boats on the Volga.

slow, slowly; Speak slowly (not so fast). You read too slowly, Oleg.

early; He came home early. It was early in the morning.

several, several boys, several books; 'Several' means 'more than two but not many'.

various, various books; We read various books.

appear, appeared; A ship appeared far away. The book appeared in the shop last month.

¹ Use the names of real places.

arrive, arrived; The train arrives in London at six.
decide, decided; We decided to stay at home.
direction, in the direction of; In which direction did he go? He went in the direction of the tower. The boys ran in every direction.
travel, travelled; He travels a lot. Oleg's grandfather travelled in many countries. I like the book 'Gulliver's Travels'.
about; Tell us about this film. This text is about a football match. He likes to read about great men. Igor is about as tall as I am.
enough; We have enough time to get there. That's enough.
tram, trams, go by tram, take a tram; You may take a tram to get there.
underground; The Moscow underground is the best in the world. The underground is the fastest means of communication in big cities.
turn, turned; He turned his head and looked back.
lose (lost), lose something, lose somebody; This old woman lost two sons in 1942. I lost my new pen yesterday. Where did you lose it?
through, through the garden; We can look at our school through the window.
forest, forests; We walk home through the forest. There is a nice forest near our village.
pass, passing, passing years, passing forests; Please, let me pass. We passed through several villages.
money; I have no money. Where is the money?
follow, followed; Monday follows Sunday. Mike went first and Pete followed him; **following;** Read the following sentences.
same, the same; Read the same words. Answer the same question, Ann.
station, stations; It takes me ten minutes to get to the station.
tomorrow; Come to see us tomorrow morning.

b) Read Ex. IV a) and copy any sentence to illustrate the use of each word. Underline the new words.

V. Read the words following the rules of reading.

[ou]	[ə:]	[ɔ:]	[eɪ]	[æ]	[ou]	[aʊ]
road	her	or	may	can	snow	out
boat	girl	for	May	hand	show	without
coach	nurse	form	day	tram	slow	house
	turn	horse	stay	travel	slowly	round
	Thursday	important	way	sang	know	about

VI. Read and choose the words denoting: 1) means of communication; 2) ways for means of communication. Write them in two columns.

Way, car, train, river, lorry, road, horse, underground, street, bicycle, boat, pavement, tram, ship, field, boat.

VII. a) Arrange the words in pairs of opposites.

Slow, open, right, fast, take, early, hot, to, give, left, from, late, shut, cold.

b) Use the pairs of words in the sentences of your own.

For example: *Pete turned left, and Mike turned right.*
It was warm yesterday, and it is cold today.

VIII. Arrange the words which are near in meaning.

For example: *little, small*

Big, several, beautiful, come, large, some, town, different, great, nice, appear, city, various.

IX. Guess the meaning of the following words.

For example: *work — работать; worker — рабочий*

travel — путешествовать; traveller — ...

tell — рассказывать; teller — ...

sleep — спать; sleeper — ...

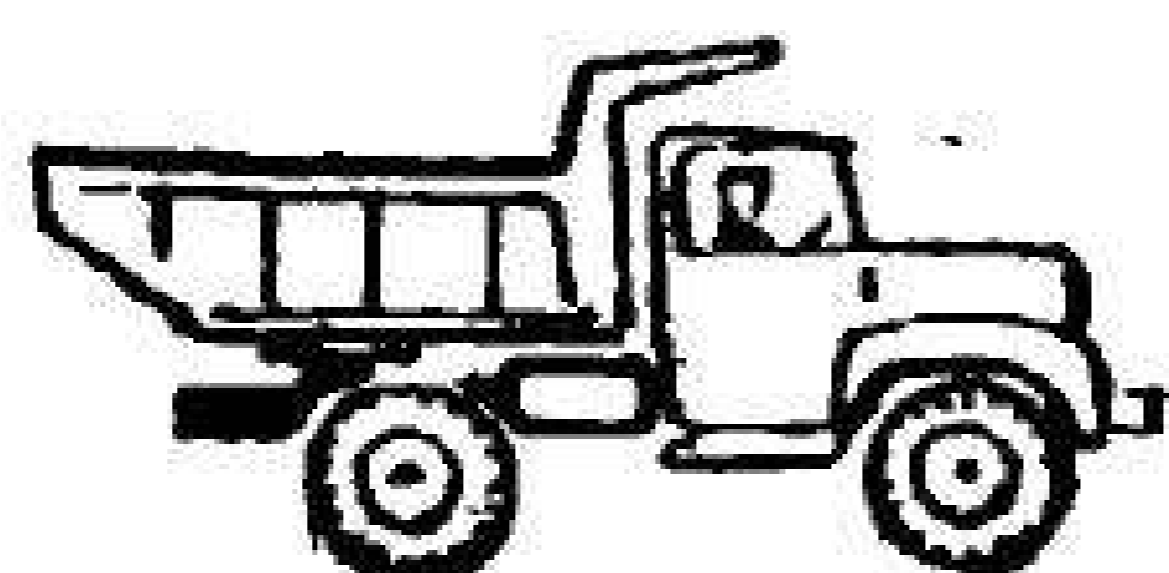
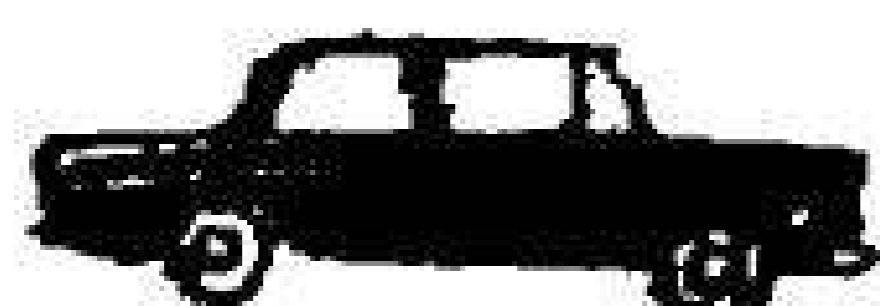
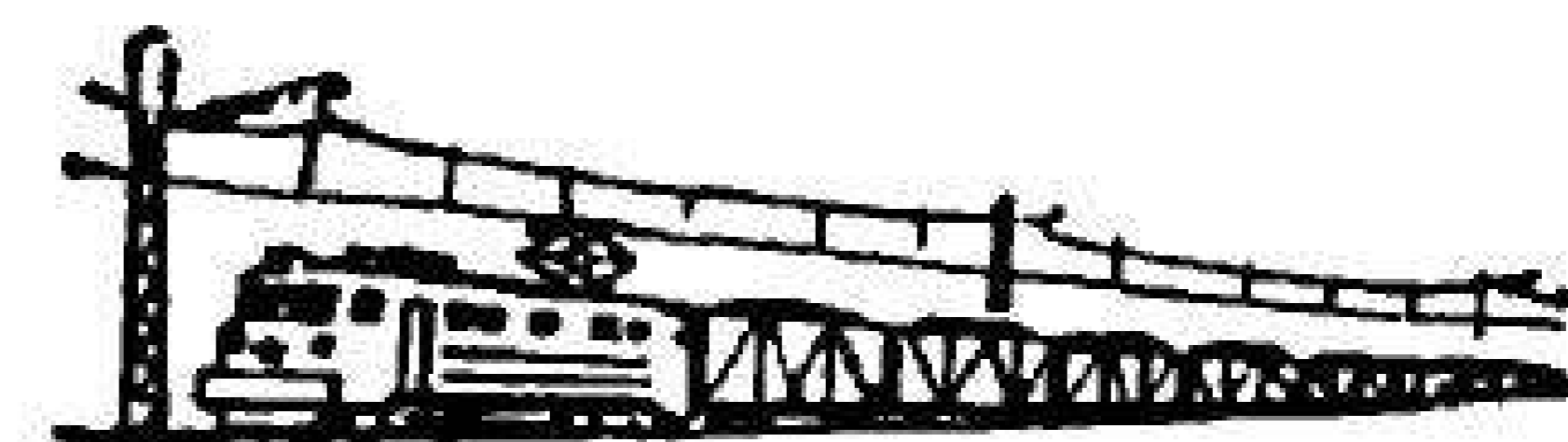
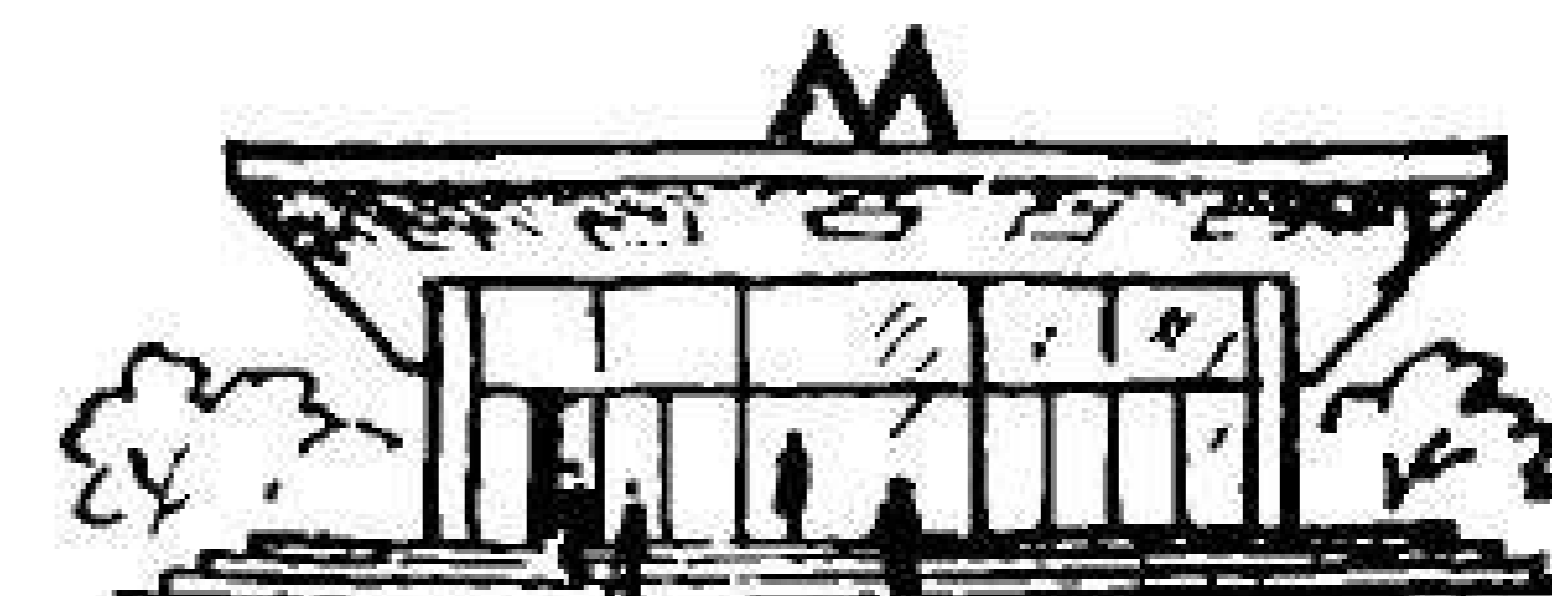
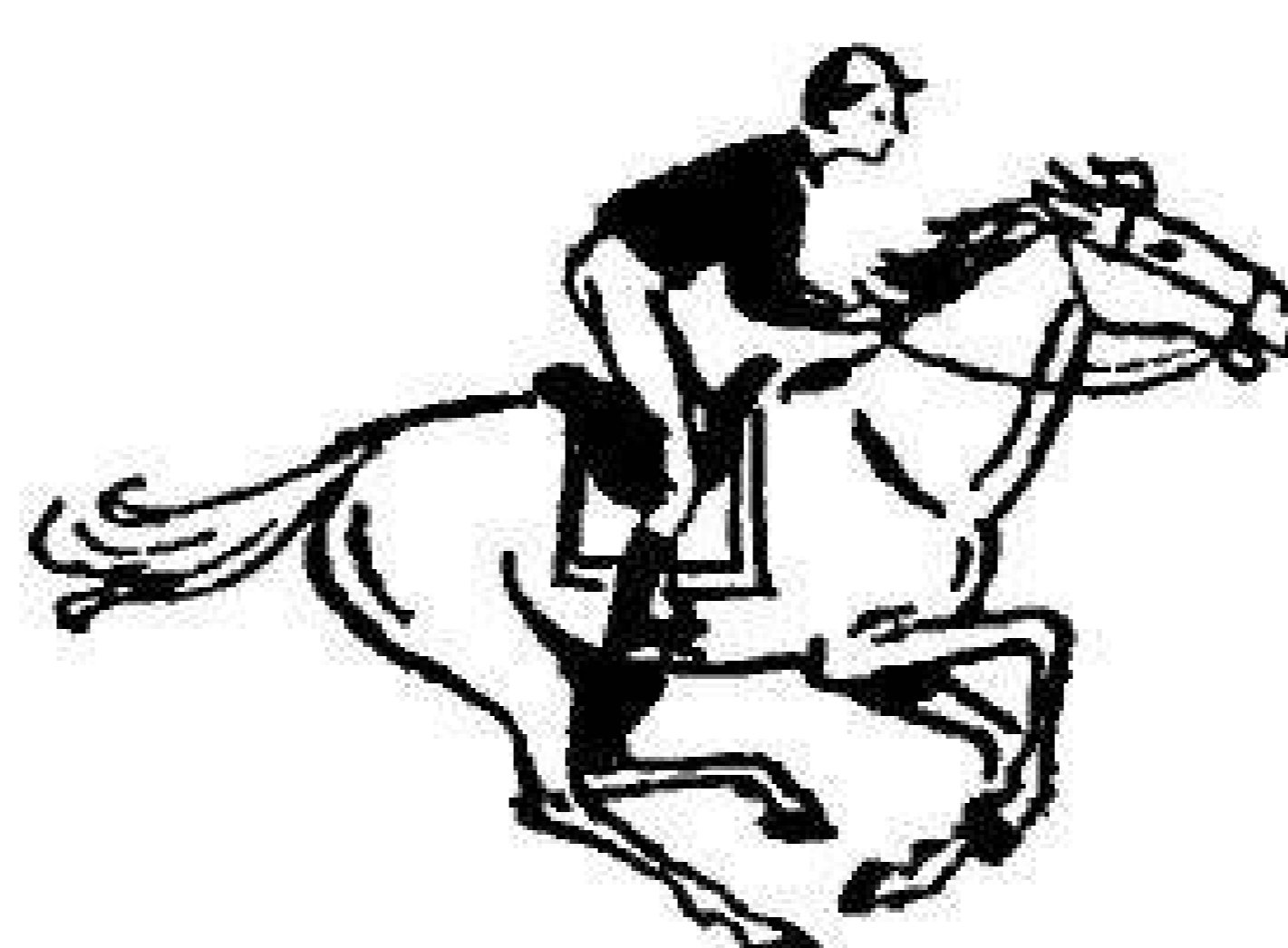
listen — слушать; listener — ...

run — бегать; runner — ...

X. Give the three forms of the verbs.

Go, get, know, do, see, leave, lose, tell, say, speak, appear, follow, pass.

XI. Name the means of communication and say: 1) which is the slowest; 2) which is the fastest; 3) which people can use only in towns; 4) which people can use only in the country; 5) which people can use everywhere; 6) which you like best and why; 7) which you do not like and why; 8) which you often use; 9) which you never use; 10) which you used last time.



XII. a) Make up as many sentences as you can. Translate the sentences with the star.

<p>1. We They Dima I</p>	<p>decided</p>	<p>to go by underground to walk through the forest.* to help the collective farmers in the fields.* to go in the direction of the tower. to go there on horseback. to run to the river</p>
<p>2. We They The father The driver</p>	<p>arrived</p>	<p>home early in the morning. in Moscow last Tuesday. in town at 10 o'clock. in the village late at night.*</p>
<p>3. Ann Pete I We</p>	<p>came here</p>	<p>to tell you the truth.* to do the same thing you did. to show you various pictures. to ask you several questions. to give you some money.*</p>

b) Write 3 sentences on each of the tables.

XIII. Complete the sentences.

1. We walked in the direction of . . .
2. They have enough . . .
3. . . . the same thing yesterday.

XIV. a) Ask 'where' questions to get more information.

For example: The boys went there by underground.—
Where did the boys go by underground?

1. The postman came here early in the morning.
2. The children went there in the afternoon.
3. He arrived here late at night.
4. She walked there through the forest.
5. Ann ran there to call the doctor.
6. The ship appeared early in the morning.

b) Ask and answer 'where' questions (work in pairs).

For example: *Where did you go early in the morning?—
To my grandfather to help him.*

- XV.** Read the text and answer the questions: 1) What do people use to get from one place to another? 2) Why did people have to travel so long to get to the place they needed in the old days? 3) Why do many people like to travel by air (by train, by car)?

MEANS OF COMMUNICATION

People use various means of communication to get from one place to another.

In the old days people had to travel several days, weeks and months to get to the place they needed. They either went on foot, by coaches driven by horses or on horseback or by boats and ships. Then trains, trams, cars, buses, airplanes, underground and other means appeared.

Many people like to travel by air as it is the fastest way of travelling. A lot of people like to travel by train because they can look at passing villages, forests and fields through windows. Some people like to travel by car. There they can go as slowly or as fast as they like. They can stop when and where they want.

People who live in big cities use various means of communication to get from one place to another.

Do you know what means of communication Londoners use? Londoners use the underground railway. They call it 'the tube'.

London's underground is the oldest in the world. It was opened in 1863. There was one route at that time, four miles long. Now London's underground has 277 stations and it is 244 miles long.

Londoners use buses. The first bus route was opened in London in 1904. Today there are hundreds of routes there. The interesting thing is that some of the routes are the same as many years ago. London's buses are double-decked buses.

Londoners do not use trams, though London was the first city where trams appeared. And now it is one of the biggest cities in the world where there are no trams. The last tram left the streets of London many years ago.

Londoners use cars. You can see a lot of cars in London streets.

When Londoners leave the town, they use trains, ships or airplanes.

- XVI.** Read about the means of communication Londoners use and speak on: 1) London's underground; 2) London's buses and bus routes; 3) trams in London.
- XVII.** Say a few words about an underground you used (or a ship, a train you travelled in).

F o r e x a m p l e :

Last year I was in Moscow. You know there is the underground there. The Moscow underground is the most beautiful in the world. We always used it to get from one place to another.

- ⊙ XVIII. 1. Listen to dialogue 19 and then pronounce it after the speaker.

DIALOGUE 19

A: Pete went to the horse-races last Wednesday.

B: Who gave him the money?

A: Brother did.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words in bold type with the words given in columns:

1	2	3
motor-races	yesterday	Father
boat-races	last Monday	Someone
town	last week	Mother

5. Make up a dialogue and reproduce it in pairs.

- ⊙ XIX. 1. Listen to dialogue 20 and then pronounce it after the speaker.

DIALOGUE 20

A: Excuse me!

B: Yes?

A: Can you tell me how to get to the theatre?

B: Certainly.

A: What do you think is the best way to get there?

B: By underground, I think.

A: Is it the shortest way?

B: The fastest one.

2. Read the dialogue silently.

3. Dramatize it (work in pairs).

Supplementary Reader: 'Trains to London', 'Mr. Johnson Was Late'

V o c a b u l a r y

about приблизительно, около;
о, об

appear появляться

arrive прибывать, приезжать

boat лодка

coach* карета

decide решать

direction направление

in the direction of* в направлении

double-decked* bus двухэтажный автобус

early рано

enough достаточно, довольно

follow следовать

forest лес

horse лошадь

horse-races* скачки

on horseback верхом на лошади

lose (lost) терять

lose the way* заблудиться

mile миля

money деньги

pass проходить; передавать
passing* проходящий
route* маршрут
(the) same то же самое
several несколько
slow медленный
slowly медленно
station станция
through через, сквозь

tomorrow завтра
tram трамвай
travel путешествовать
tube* труба; зд. метро в Лондоне
turn поворачивать(ся)
underground метрополитен
various разный, различный
way путь; способ

Lesson Twenty-Eight **28** The Twenty-Eighth Lesson

**He always comes in time, doesn't he?
Ann is not lazy, is she?**

(с. 354)

I. a) Read 'tail' questions after the teacher.

1. Zina is a good nurse, isn't she? Yes, she is. 2. Ann is not a good nurse, is she? No, she isn't. 3. We are in the classroom, aren't we? Yes, we are. 4. We are not in the garden, are we? No, we aren't.

b) Read the questions and answer them.

1. You are fifteen, aren't you? 2. Pete was absent yesterday, wasn't he? 3. Nelly is not present today, is she? 4. It was cold yesterday, wasn't it? 5. It is not hot here, is it? 6. They were at the theatre last Sunday, weren't they? 7. You were not at the cinema yesterday, were you? 8. Petrov was busy last week, wasn't he? 9. You are sorry Mike is ill, aren't you? 10. Mother was pleased with your work, wasn't she?

c) Ask 'tail' questions.

1. This boy is always late, . . . ? 2. Your grandfather is old, . . . ? 3. Pete's sister is only five, . . . ? 4. The teacher was not at the theatre, . . . ? 5. Your bag is not black, . . . ? 6. Their flat is large, . . . ? 7. The kitchen was the smallest room, . . . ? 8. Kate was not lazy, . . . ? 9. It is 10 o'clock, . . . ? 10. It is Monday today, . . . ?

d) Write 4 'tail' questions with be.

II. a) Read 'tail' questions after the teacher.

1. Pete has a little sister, hasn't he? Yes, he has. 2. She had flowers, hadn't she? Yes, she had. 3. Your parents had no TV set, had they? No, they hadn't.

b) Read the questions and answer them.

1. You have many friends at school, haven't you? 2. Alec has no brothers, has he? 3. They had a lot of flowers in the garden, hadn't they? 4. The girl has no parents, has she? 5. You have no pen, have you?

c) Ask 'tail' questions.

1. The doctor has a car, . . . ? 2. The mechanic has a motorcycle, . . . ? 3. You had no TV set last year, . . . ? 4. Your grandfather had a beautiful horse, . . . ? 5. Pete has no bicycle, . . . ?

d) Write 2 'tail' questions with **have**.

III. a) Read 'tail' questions after the teacher.

1. You can help me, can't you? Yes, we can. 2. The children couldn't do it, could they? No, they couldn't.

b) Read the questions and answer them.

1. Your mother can cook well, can't she? 2. The driver could not stop the lorry, could he? 3. The doctor can help the old woman, can't he? 4. Pete's brother can speak two languages, can't he? 5. The boy could not show them the way to the station, could he?

c) Ask 'tail' questions with **can**.

1. You can skate, . . . ? 2. Ann couldn't ski, . . . ? 3. The children could help the farmers, . . . ? 4. His little sister cannot talk, . . . ? 5. The teacher can speak French, . . . ?

d) Write 2 'tail' questions with **can**.

IV. a) Read 'tail' questions after the teacher.

1. You must stay at home, mustn't you? Yes, I must. 2. We must not do that, must we? No, we mustn't.

b) Read the questions and answer them.

1. She must help her mother, mustn't she? 2. We must do our morning exercises every day, mustn't we? 3. Pete must not miss his lessons, must he?

c) Ask 'tail' questions with **must**.

1. Children must not run on the road, . . . ? 2. He must not leave his bicycle there, . . . ? 3. John must help his parents, . . . ?

d) Write 2 'tail' questions with **must**.

V. a) Read 'tail' questions.

1. Pete's father travelled a lot, didn't he? 2. The boys did not go to the library, did they? 3. His sister works at the post-

office, doesn't she? 4. They don't go through the forest, do they?
5. The teacher doesn't live far from school, does he?

b) Copy 'tail' questions and answer them.

1. You often go to the cinema, don't you? 2. Ann sang well yesterday, didn't she? 3. They did not understand the text, did they? 4. The old woman often calls the doctor, doesn't she?
5. You watched TV yesterday, didn't you?

c) Ask 'tail' questions.

1. This old woman looks after that child, . . . ? 2. The family likes to watch TV in the evening, . . . ? 3. You did not take money, . . . ? 4. You went to the station in the morning, . . . ?
5. It often rains there in autumn, . . . ? 6. The train arrived in time, . . . ? 7. It snowed two days ago, . . . ? 8. Alec lives near the river, . . . ? 9. They decided to go through the fields, . . . ?
10. You took the same book yesterday, . . . ?

d) Write 2 'tail' questions.

⊙ VI. 1. Listen to dialogue 21 and then pronounce it after the speaker.

DIALOGUE 21

¹
A: You **stayed at home** yesterday evening, didn't you?
B: Yes, I did.

²
A: What did you **do**?

³
B: I **watched TV**.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words in bold type with those given in columns:

1	2	3
went to the club	see	saw a new film
went to the library	read there	took an interesting book on physics
went to the station	do there	met my grandfather

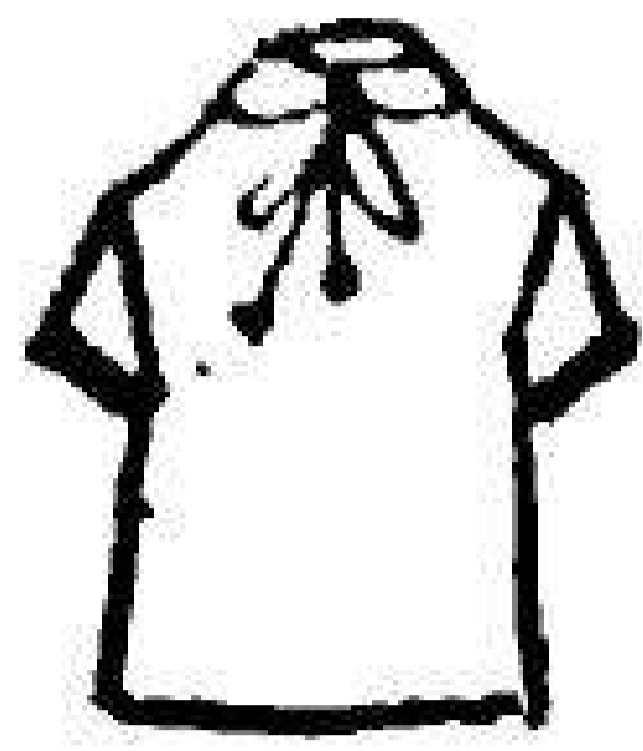
5. Make up a dialogue and reproduce it in pairs.

VII. Read the words following the rules of reading.

[au]	[ə:]	[æ]	[ɔ]	[ou]
thousand	first	map	pocket	boat
house	girl	cap	sock	road
blouse	skirt	hat	socks	coach
trousers	shirt	jacket	stockings	coat

VIII. Look at the pictures and read.

1) what women wear [weə]



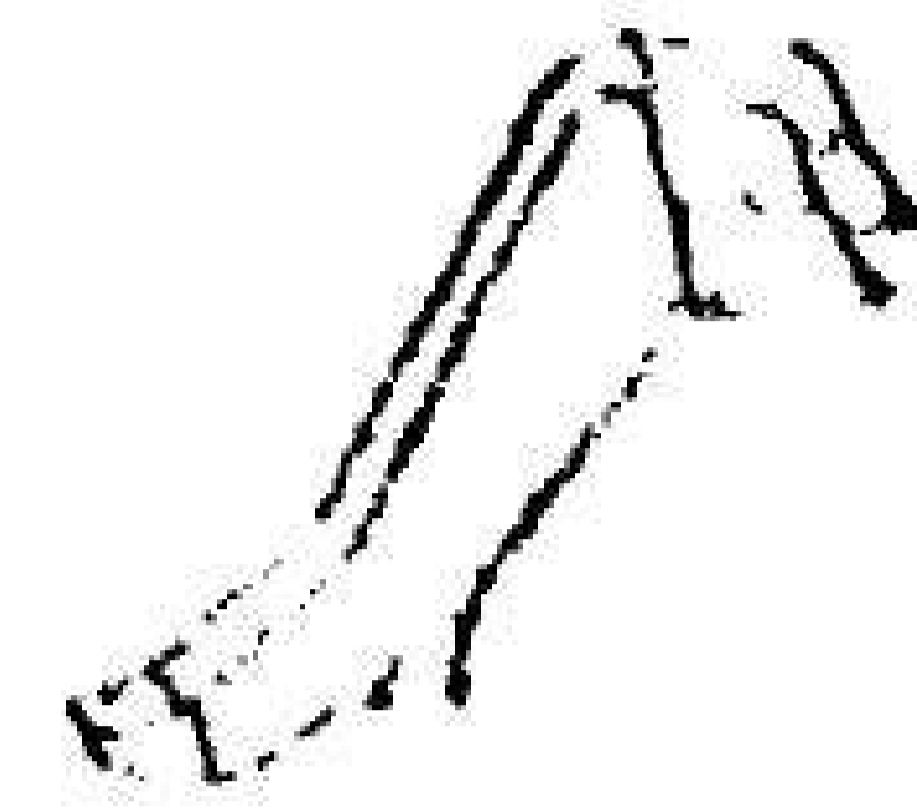
a blouse



a skirt

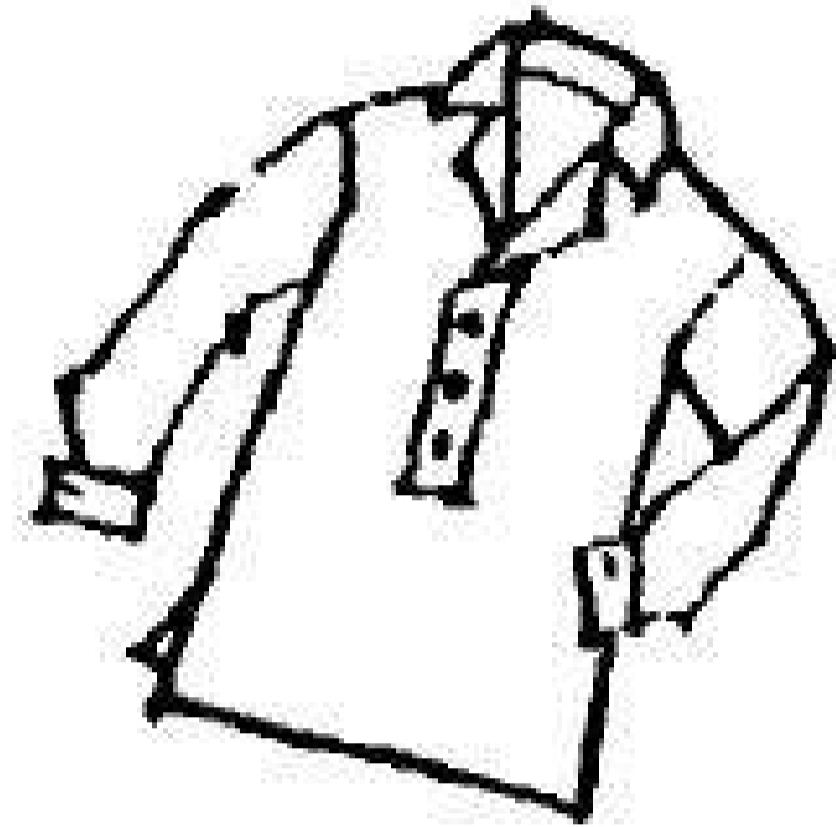


a dress

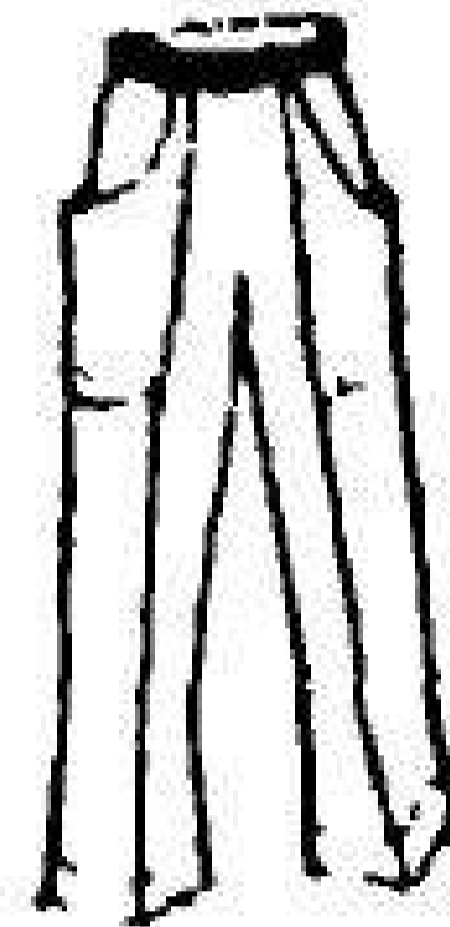


stockings

2) what men wear



a shirt

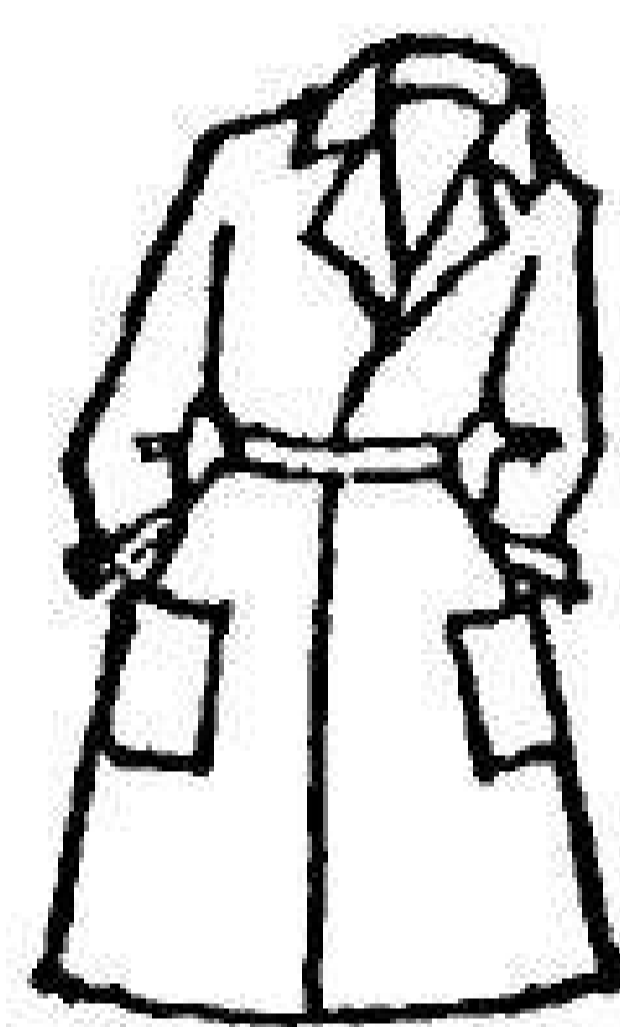


trousers

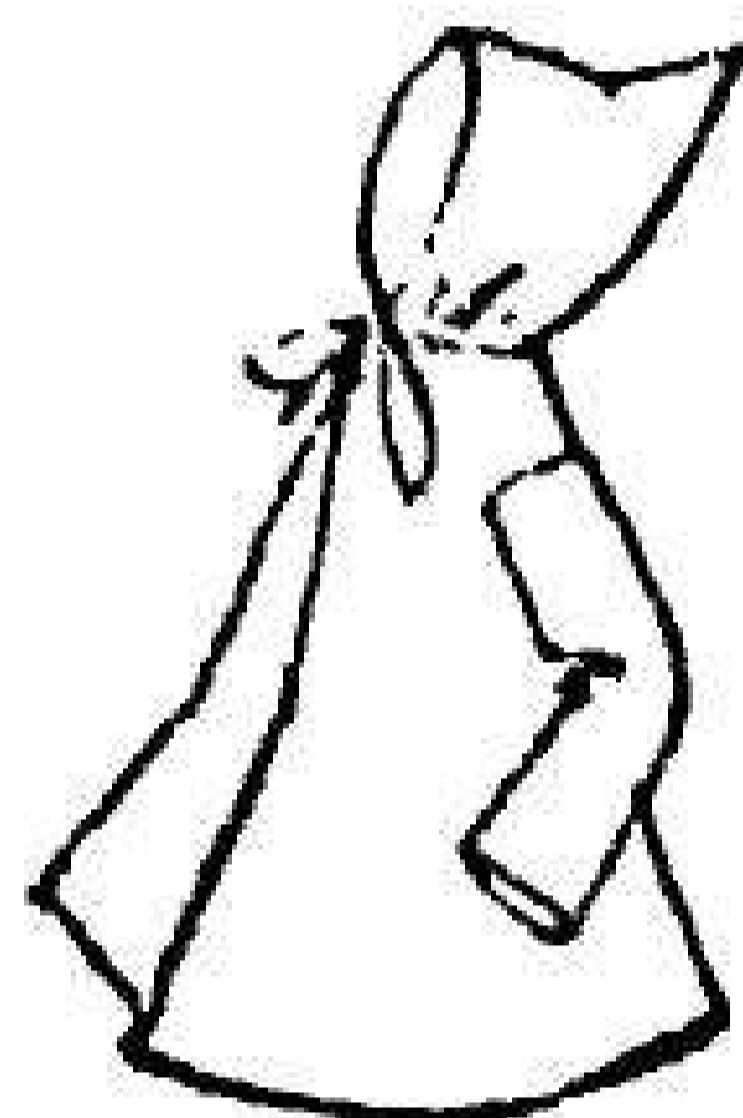


socks

3) what women and men wear



a coat



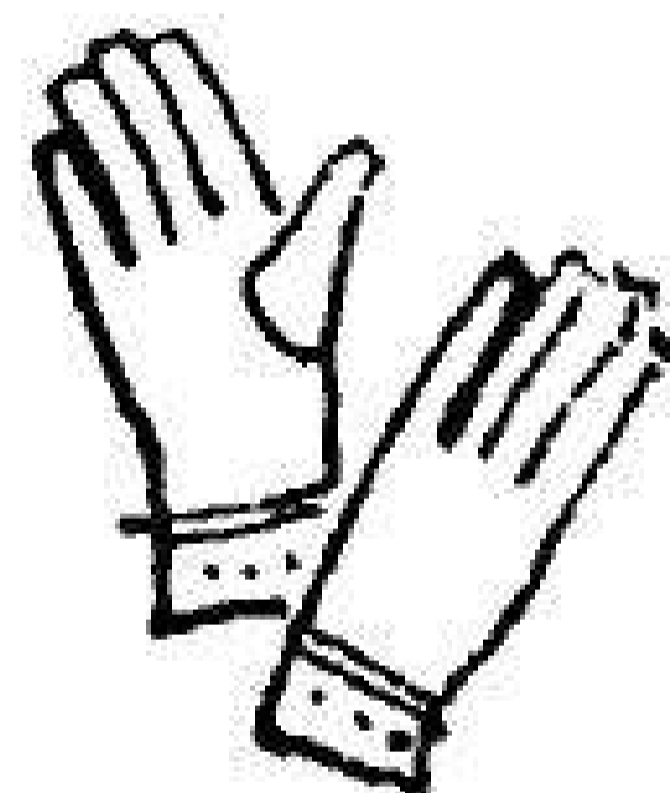
a raincoat



a jacket



an umbrella



gloves [glʌvz]



a hat

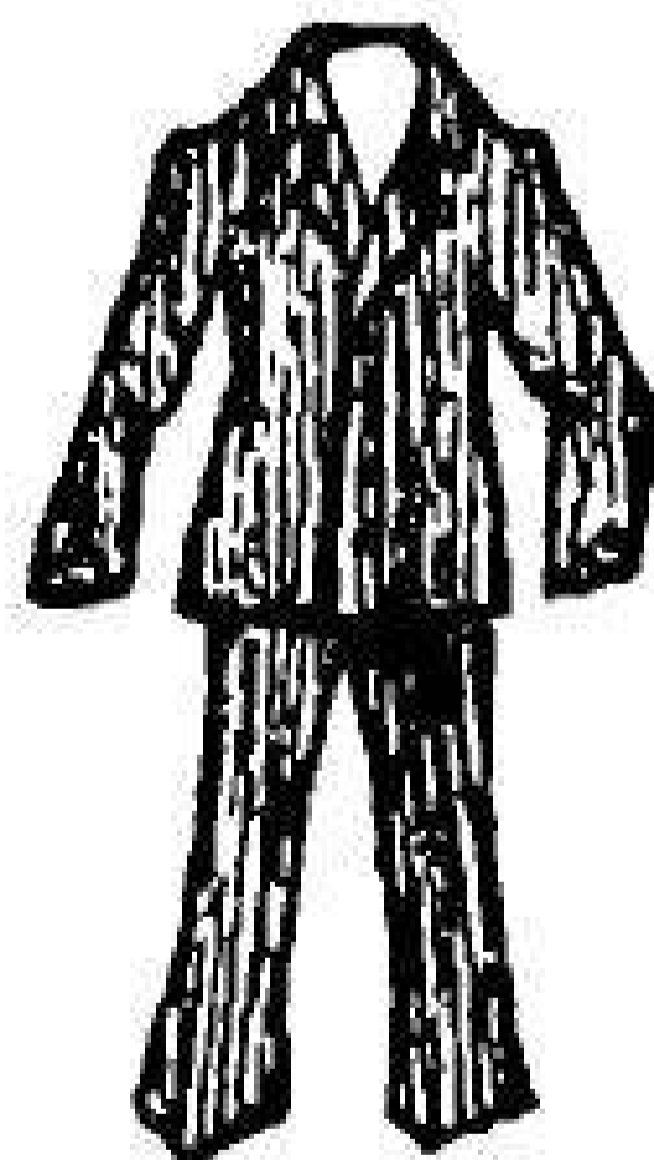


a cap



shoes [ʃu:z]

4) what schoolchildren wear



a dark blue suit



a brown dress



an apron

IX. Name what women, men and schoolchildren wear.

X. Use given pictures and say what you have, need, want and like.

Say what you don't have, don't want, don't like.

Use the words: **dark blue**, **brown**, **light brown**, **red**, **black**, **white**, **new**, **warm**, **summer**, **winter**.

For example: *I want a new summer dress.*

XI. a) Read with the teacher and study the use of the new words.

clothes; We put our clothes on when we get up in the morning and take our clothes off when we go to bed at night.

wear (wore, worn); She wears a blue dress. He wears a brown suit.
pair, a pair of gloves, a pair of shoes, a pair of socks, a pair of stockings; Please, show me that pair of gloves.

if; If it rains, we take an umbrella.

interested, be interested in something or somebody; I am interested in this work.

that; I know that he is not at all interested in chemistry.

happen, happen to somebody; If anything happens to him, let me know. It so happened I had no money with me.

depend, depend on; It depends on the weather. Children usually depend on their parents.

forget (forgot, forgotten); I forgot his name. He often forgets English words.

remember; 'Remember' is the opposite of 'forget'. Do you remember the new words?

necessary; It is necessary to remember all the words. It is not necessary for you to come to school on Sunday.

pleasure, with pleasure; He did it with pleasure. It gave me much pleasure to listen to you.

b) Copy the sentences with the new words. Underline the new words.

XII. Read and remember:

wear—wore—worn
forget—forgot—forgotten

XIII. a) Arrange the words in pairs of opposites.

Remember, lose, put on, get on, shut, forget, find, take off, get off, open.

b) Use the words in sentences of your own.

For example: *I took off my coat.*

XIV. a) Make up as many sentences as you can.

1. It so happened that	I Mike Ann	didn't meet me at the station. was late for the train. had no time to talk to the doctor. had to leave home at 6 o'clock. forgot the doctor's name. lost his way.
------------------------	------------------	--

2. It is necessary that	you he Pete Ann	should	tell the truth. go by plane. give him the money. arrive in Tomsk at 8 o'clock. help Ann. finish your work.
3. Food Sleep Fruit Rest	is necessary to people.		
4. I Boris My friends	is am are	inter- ested	in literature (geogra- phy, physics, chemi- stry, mathematics, English).

b) Write 3 sentences on each of the tables.

XV. Complete the sentences.

It gave me much pleasure to ...
It depends on ...

XVI. Give it a name.

1. We wear it if it is cold. 2. We take it if it rains. 3. We wear it if we go to school. 4. We put them on our hands. 5. We put it on our heads. 6. We put them on our feet. 7. Women put them on the legs.

XVII. 1. Read dialogue 22 silently to understand it.

DIALOGUE 22

A: What can I do for you?
B: I'd like some shoes.
A: What size, please?
B: Thirty-five, please.
A: Here you are.
B: Thank you.

2. Listen to dialogue 22 and pronounce it after the speaker.
3. Read the dialogue aloud (work in pairs).
4. Dramatize the dialogue. Use other words instead of shoes and thirty-five.

XVIII. Read the text and answer the question: what do the clothes which people wear depend on?

CLOTHES

Can you tell us what women wear? It depends on the season of the year. Usually it is a skirt and a blouse or a dress. If it is cold, they wear a coat. A pair of gloves and a hat are necessary. They also wear stockings and shoes.

Can you tell us what men wear? They usually wear a shirt and trousers, a coat or a jacket, socks and shoes. If it is cold, they put on a coat, a cap or a hat and a pair of gloves.

If it rains, men and women wear a raincoat. In autumn when it is raining hard an umbrella is necessary.

Can you tell us what schoolchildren wear? Schoolchildren wear a uniform. In our country boys usually wear a dark blue suit. Girls wear a brown dress and a black or a white apron.

XIX. Tell what you wear: 1) if you are at school; 2) if it is warm; 3) if it rains; 4) if it is cold.

Read and learn the proverb.

They are hand and glove.— Они неразлучны.

Supplementary Reader: 'Tom's Visit to Dick'

V o c a b u l a r y

apron фартук	necessary необходимый
blouse блузка, кофта	pair пара
cap кепка; шапка	pleasure удовольствие
clothes одежда	put on надевать
coat пальто	raincoat плащ
depend on зависеть от	remember помнить
dress платье	schoolchildren школьники
forget (forgot, forgotten) забыть	shirt рубашка
gloves перчатки	skirt юбка
grey серый	socks носки
happen случаться	stockings чулки
hat шляпа; шапка	take off снимать
if если	that что (союз)
interested заинтересованный	trousers брюки
be interested in интересоваться	umbrella зонтик
jacket жакет; куртка	uniform форма
	wear (wore, worn) носить; быть одетым

Lesson Twenty-Nine **29** The Twenty-Ninth Lesson

We shall go to the cinema.
Shall we go to the cinema?
Yes, we shall. No, we shall not.
We shall not go to the cinema.
(c. 341)

- I. a) Read with the teacher and study the use of the new word.

shall, I shall, we shall; I shall go to the cinema tomorrow. We shall go there together. Shall I come at 6 o'clock? I think I shall. Shall we know English? Yes, we shall. I shall not go through the forest. We shall go to town by train, shan't we? Yes, we shall. We shall not go by bus, shall we? No, we shan't.

- b) Read and copy the sentences. Underline the verbs in **Future Indefinite**.

1. I shall remember you. 2. We shall travel next summer. 3. I shall stay at home. 4. We shall be glad to see you. 5. I shall arrive in Moscow early in the morning. 6. We shall finish school next year. 7. We shall not go to the cinema. 8. I shall not work there. 9. We shall read this text, shan't we? 10. I shall not go with you, shall I?

- II. a) Read with the teacher and study the use of the new word.

will, he will; He will come at 3 o'clock tomorrow. Will Ann give me this book? Yes, she will. Will Kate be late? No, she will not (she won't). You will sing us some of the old songs, won't you? The boy will not be lazy, will he?

- b) Read and copy the sentences. Underline the verbs in **Future Indefinite**.

1. Ann will cook breakfast for all of us tomorrow. 2. It will snow tomorrow. 3. The child will not stay at home. 4. Will they invite us next Sunday? 5. Pete will thank you for your help, won't he?

III. Make up sentences. Pay attention to pronunciation.

<p>1. I We</p>	<p>shall</p>	<p>call the doctor. go to the post-office after dinner. walk through the forest. meet my friends near the river. have a new camera. put on my new coat. take off my shoes. clean the trousers. wash the apron.</p>
<p>2. You Oleg Ann They</p>	<p>will</p>	<p>dance and sing next Saturday. work in the garden tomorrow. stay at the hospital for a week. speak at the Komsomol meeting. go there by train.</p>

IV. Disagree with the following statements. Add some more information.

For example: Boris will help his brother.—*Boris will not help his brother. He will be busy. He will have a Komsomol meeting.*

1. We shall have a meeting tomorrow. 2. The nurse will come at 2 o'clock. 3. Ann will sing an English song. 4. They will speak only English at their English lessons. 5. We shall be back at 5 o'clock. 6. The workers will finish this house next Friday. 7. The boys will go there by lorry. 8. We shall be late for the bus.

V. Ask if it is so.

For example: Father will come at seven.—*Will Father come at seven?*

1. The girls will wear white dresses. 2. The grandmother will take an umbrella with her. 3. The teacher will show us a lot of interesting things. 4. We shall travel next summer. 5. They will follow the same road. 6. The boy will tell the truth. 7. We shall miss the afternoon train. 8. The postman will come to the village in the afternoon.

VI. Choose the correct helping verb.

1. I (*shall, will*) get up at 7 o'clock tomorrow. 2. The mechanic (*shall, will*) be back from town in the afternoon. 3. It (*shall, will*) rain at night. 4. I (*shall, will*) be in the 10th form next year. 5. All of us (*shall, will*) go to the theatre. 6. Pupils

(*shall, will*) have holidays next month. 7. (*Shall, will*) the doctor come to the farm? 8. (*Shall, will*) your parents watch TV?

VII. Answer 'tail' questions.

For example: You will help me, won't you?—*Yes, I shall.*
You will not be late, will you?—*No, I shall not. (I shan't.)*

1. Pete will carry this box, won't he? 2. We shall have dinner at six, shan't we? 3. They will invite us, won't they? 4. Bob will have a bicycle, won't he? 5. It will not rain, will it?

VIII. Ask 'tail' questions.

For example: You will go with us, *won't you?*
We shall have physical training, *shan't we?*

1. The driver will take the boys, . . . ? 2. We shall go to the cinema after school, . . . ? 3. The children will not work in the garden, . . . ? 4. We shall decide it tomorrow, . . . ? 5. She will not understand this difficult text, . . . ?

IX. Speak about five things you will do next Sunday and five things your friend (brother, sister) will do.

X. a) Read with the teacher and study the use of the new words.

bring (brought); The postman brings us letters.

buy (bought), buy tea, buy shoes; Do you like to buy things?
coffee; Some people like to have coffee in the morning. You like coffee, don't you?

water; Water is necessary for everyone. It is pleasant to drink cold water when it is hot.

pail, a pail of water; Bring us a pail of water, please. There is no water in the pail.

cake; We sometimes have cake on Sundays. Do you like cake?
sweet, sweet fruit; I like sweet tea; **a sweet, sweets;** Children like sweets. Give this child a sweet.

biscuit, sweet biscuit; Biscuit may be sweet and not sweet.

cheese; Cheese is a food. I like cheese for breakfast.

sausage; Children like to eat sausage.

born, be born; I was born in 1958.

birth, birthday; My birthday is on the thirteenth of May.

happy, be happy, make happy; I am so happy. It makes Mother happy. Happy New Year!

present, to give a present, to make a present to someone; I want to make a present to my mother on the eighth of March.

party, to have a party; We shall have a party next Saturday.

unusual, an unusual meeting, an unusual song; It was an unusual summer.

b) Read Ex. X a) and copy the sentences. Underline the new words.

XI. Read, copy and remember:

bring—brought—brought
buy—bought—bought

XII. a) Choose: 1) what we drink; 2) what we eat.

Begin: *We drink . . .*

Biscuit, water, fruit, cheese, tea, cake, coffee, vegetables, sweets, sausage.

b) Tell what you buy and what you do not buy.

Begin: *We buy . . .*

XIII. a) Use the necessary words in the sentences.

1. My father (*bought, brought*) a new coat. Pete (*bought, brought*) a large box and put it near the door. 2. Will you bring me a (*pair, pail*) of water from the river, Tom? Will you show me a (*pair, pail*) of brown shoes? 3. It so (*happens, happy*) that I am busy. I was so (*happen, happy*) when I came home.

b) Do Ex. XIII a) in written form.

XIV. Give it a name.

1. It is sweet. 2. We carry water in it. 3. We drink it in the morning. 4. The day when we were born. 5. We give or make it on someone's birthday.

XV. Ask 'where' and 'when' questions. (Remember that the place of the helping verb *will* or *shall* is after *where, when*.)

For example: Nick will go there next Monday.— *Where will Nick go next Monday? When will Nick go there?*

1. The travellers will arrive at the village at night. 2. The doctor will be here at 3 o'clock. 3. The driver will go to town in the afternoon. 4. The boys will stay in the library after school. 5. We shall work on the farm in summer. 6. The postman will come to the village in the afternoon.

⊙ XVI. 1. Listen to dialogue 23 and then repeat it after the speaker.

DIALOGUE 23

A: Will you help me, my boy?

B: What shall I do, Mother?

A: Will you bring me a pail of water?

B: With great pleasure.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Dramatize the dialogue. Use other words instead of *my boy, Mother, bring me a pail of water*.

- XVII. Read the text attentively and try to prove: 1) next Sunday will be an unusual day; 2) the family lives in a village; 3) the children want to make their mother happy; 4) mother will be happy.

MOTHER'S BIRTHDAY

Next Sunday will be an unusual day for our family. It will be our mother's birthday. My brother Nick and I decided to go to town and buy a present for her.

We shall go to town on Saturday after school to do shopping. We can go to town either by train or by bus. Nick likes to go by bus, but I don't like buses. I think we shall not go by bus, we shall go by train.

What shall we buy? As we shall have a party, we need good sweets, coffee, cheese, sausage, biscuits and cakes. I know Mother likes cakes very much. So we shall buy cakes.

We shall buy a new dress and a raincoat or an umbrella for her.

It is a great pleasure to make people happy and we want to make our mother happy.

- XVIII. Say a few words about your mother's (brother's, sister's or father's) birthday.

Read and learn the proverb.

To be born with a silver spoon in one's mouth.— Родиться в сорочке.

Supplementary Reader: 'Shopping'

V o c a b u l a r y

born

be born родиться

birthday день рождения

biscuit сухое печенье

bring (brought) приносить

buy (bought) покупать

cake торт, кекс, пирог

cheese сыр

coffee кофе

happy счастливый

make happy* делать счастли-
вым

rain ведро

party вечер

present подарок

sausage колбаса

shall вспомогательный глагол
для образования форм буду-
щего времени с I, we

(do one's) shopping (делать) по-
купки

sweet сладкий; конфета

water вода

unusual необыкновенный

will вспомогательный глагол для
образования форм будущего
времени с you, he, she, it,
they

- I. a) Here are some words. They mean things we can eat and drink. Read these words and guess what each of them means.

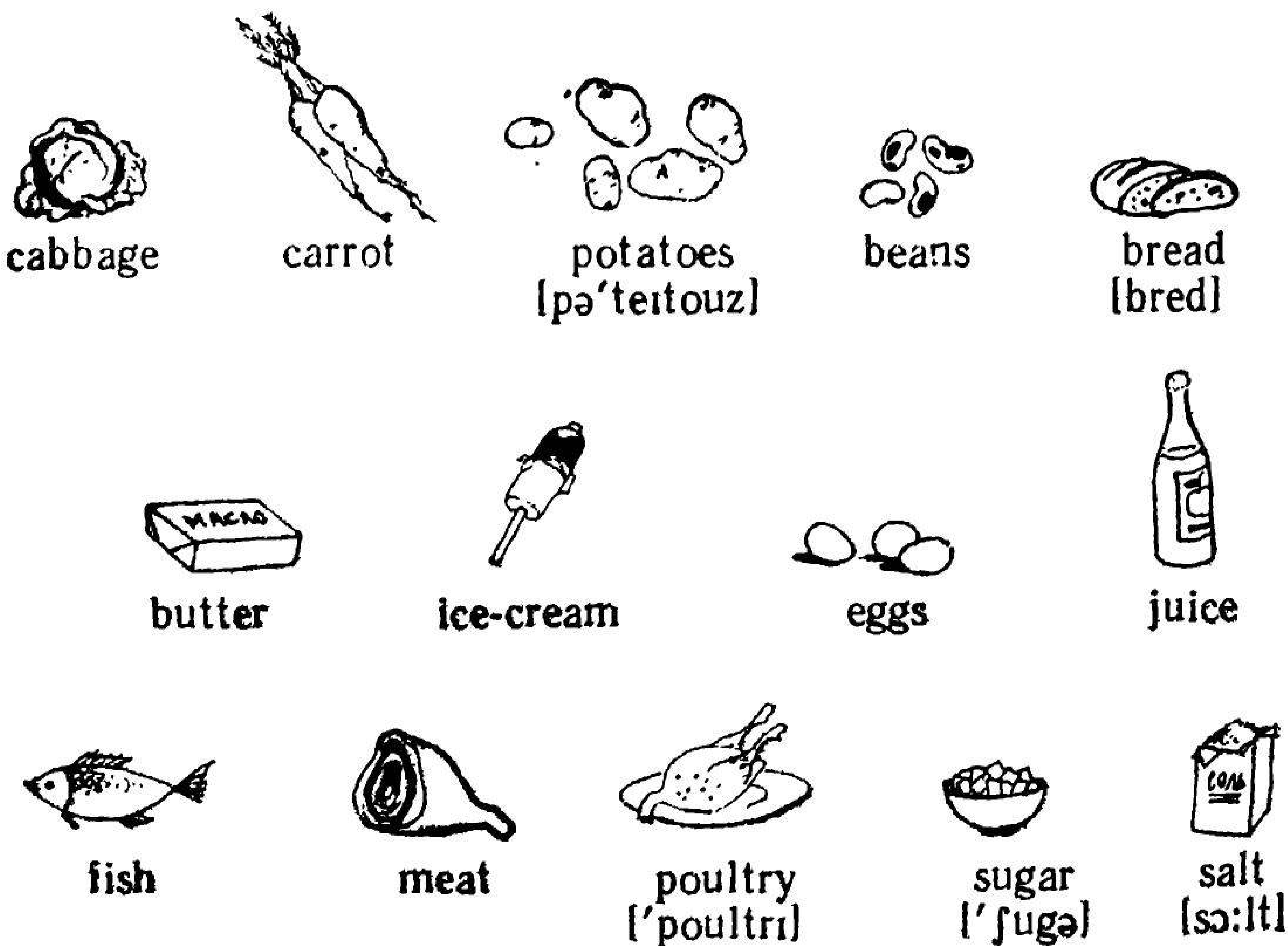
Jam, milk, pudding [ˈpuːdɪŋ], salad [ˈsæləd], soup [su:p].

- b) If you guessed the meaning of these words, say: 1) what we can drink; 2) what we can eat; 3) what is sweet; 4) what we usually cook at home; 5) what we make from fruit; 6) what we make from vegetables; 7) what you like; 8) what you don't like; 9) what you often eat or drink; 10) what you eat not so often; 11) what people must eat every day.

- II. Read the words following the rules of reading.

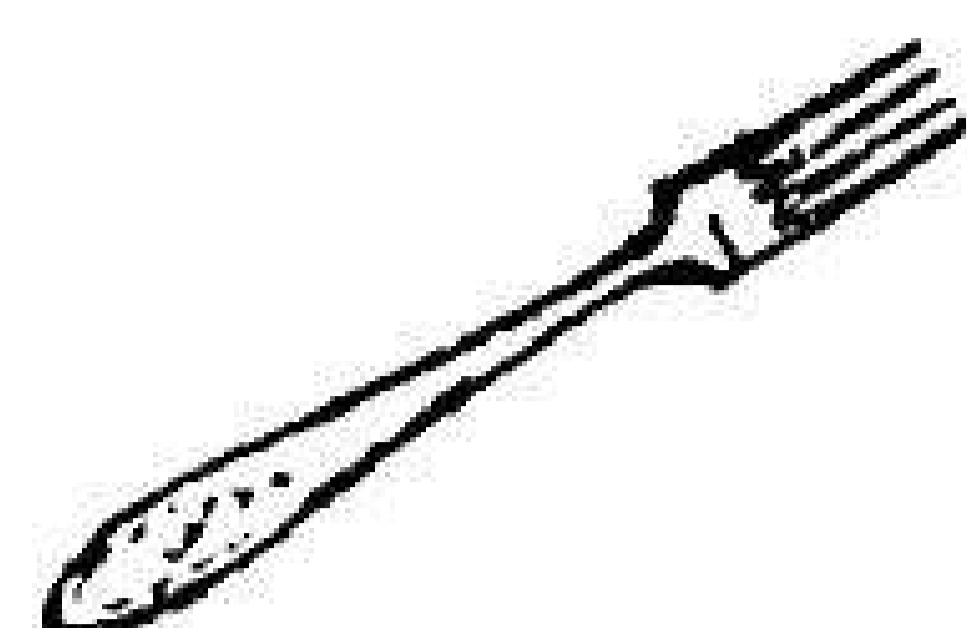
[æ]	[ʌ]	[ɪ]	[i:]	[ou]	[dʒ]
jam	cup	drink	meal	road	Jane
salad	butter	dinner	bean	boat	January
carrot	lunch	fish	meat	coat	jacket
cabbage	supper	milk	cream	coach	jam
	hungry		ice-cream	toast	juice

- III. a) Look at the pictures and read:



- b) Say: 1) what we can eat; 2) what we can drink; 3) what villagers do not buy; 4) what people who live in towns buy; 5) what your family buys and what it doesn't buy; 6) what you buy every day; 7) what you don't buy every day; 8) what you bought last time; 9) what you are going to buy after school on the way home; 10) what you will buy tomorrow.

IV. Here are the things we use at the table:



a fork



a knife



a spoon



a plate



a cup

Read and say: 1) what you need to eat meat; 2) what you need to eat fish; 3) what you need to eat soup; 4) what you need to put salad or some other food on; 5) what you need to drink milk, coffee or tea.

V. Complete the sentences.

1. We eat meat with 2. We eat fish with 3. We eat soup with 4. We put salad on 5. We drink milk from

VI. Choose the necessary word.

1. Mother gave me a cup of (*carrot, milk*). 2. Vadim Petrovich bought a box of (*meat, sweets*) for his wife. 3. Nelly brought a pail of (*cheese, potatoes*). 4. She put (*sugar, salt*) into the cabbage soup. 5. Do you like much (*sugar, salt*) in your tea? 6. Father always drinks coffee with (*butter, milk*) in the morning. 7. We usually have fish with (*jam, potatoes*). 8. Will you bring me a plate of (*juice, soup*)? 9. Don't forget to put (*butter, pudding*) into the poultry.

VII. a) Read with the teacher and study the use of the new words.

porridge, water porridge, milk porridge; Many people like to have porridge for breakfast.

order, order dinner, order a new coat, order to do something; The doctor ordered me to stay in bed. Give an order to stand up. This is the order in which you must come into the room.

prefer; 'Prefer' means 'like better'. I prefer coffee. What do you prefer?

thirsty, be thirsty; I am thirsty, give me something to drink.

start, started; We started our breakfast with porridge.

hungry, be hungry; Are you hungry? I am hungry, give me something to eat.

instead, instead of somebody; I don't like porridge, give me cabbage instead. I will go to the forest instead of you.

boil, boiled; We boil water, milk. Do you drink boiled water?

fry, fried, she fries; Mother often fries potatoes for dinner.

All of us like fried potatoes.

meal, meals; Breakfast is the first meal. We usually have four meals a day.

member, members; Pete's father is a member of the Communist Party.

b) Read Ex. VII a) and copy the sentences. Underline the new words.

VIII. a) Speak about five things you can eat when you are hungry.

Begin: *When I am hungry I . . .*

b) Speak about four things you can drink when you are thirsty.

Begin: *When I am thirsty I . . .*

IX. a) Make up sentences.

1. I don't like	cabbage, porridge, jam, meat, marmalade, milk, black coffee, white bread,	give me	potatoes pudding sweets fish chocolate tea white coffee brown bread	instead.
2. Ann Igor They	will	boil milk cook porridge fry potatoes bring two pails of water buy bread make tea boil new potatoes	instead of	me. us. Pete. her. Mother.

b) Write 3 sentences on each of the tables.

X. Change the following sentences according to the model:

Give a plate of porridge to Mary.—*Give her a plate of porridge.*

1. Give a cup of milk to the boy. 2. Bring two pails of water to Mother. 3. Give some meat to the man. 4. Buy a box of sweets for your sister. 5. Give a plate of soup to the old woman. 6. Give some fish to Mike and Pete. 7. Show those boxes of sweets to the children. 8. Buy some sugar for your parents. 9. Give some juice to Oleg. 10. Bring some fish to that woman.

XI. Use *in, on, with, from, for, of* in the following sentences.

1. We ate soup . . . these spoons. 2. I put some salad . . . his plate. 3. The child always drank milk . . . that cup. 4. Father doesn't like milk . . . his coffee. 5. I shall buy some marmalade . . . my grandmother. 6. There is no salt. . . the cabbage, you forgot to put it. 7. Pete brought a pail . . . cold water to the travellers.

- XII. 1. Read the text silently and say what people have instead of lunch.
2. Read the text aloud.
3. Write out of the text the sentences with the words: lunch, prefer, dinner and supper.

MEALS

There are four meals a day in an English home: breakfast, lunch, tea, and dinner.

Breakfast is the first meal of the day. It is at about 8 o'clock in the morning, and consists of porridge with milk and salt or sugar, eggs—boiled or fried, bread and butter with marmalade or jam. Some people like to drink tea, but others prefer coffee. Instead of porridge they may have fruit juice, or they may prefer biscuits.

The usual time for **lunch** is 1 o'clock. This meal starts with soup or fruit juice. Then follows some meat or poultry with potatoes—boiled or fried, carrots and beans. Then a pudding comes. Instead of the pudding they may prefer cheese and biscuits. Last of all coffee—black or white. Englishmen often drink something at lunch. Water is usually on the table. Some prefer juice or lemonade.

Tea is the third meal of the day. It is between 4 or 5 o'clock, the so-called 5 o'clock tea. On the table there is tea, milk or cream, sugar, bread and butter, cakes and jam. Friends and visitors are often present at tea.

Dinner is the fourth meal of the day. The usual time is about 7 o'clock, and all the members of the family sit down together.

Dinner usually consists of soup, fish or meat with vegetables—potatoes, green beans, carrot and cabbage, sweet pudding, fruit salad, ice-cream or cheese and biscuits. Then after a talk they have black or white coffee.

This is the order of meals among English families. But the greater part of the people in the towns, and nearly all country-people, have dinner in the middle of the day instead of lunch. They have tea a little later—between 5 and 6 o'clock, and then in the evening, before going to bed, they have **supper**.

So the four meals of the day are either breakfast, dinner, tea, supper; or breakfast, lunch, tea, dinner.

XIII. Answer the questions:

1. How many times a day do you eat?
2. What does your breakfast (dinner, tea or supper) consist of?
3. What do you prefer for breakfast (dinner, supper)?
4. When do you usually have your breakfast (dinner, tea, supper)?

XIV. Write a few sentences about the breakfast (dinner, tea or supper) you had last Sunday and the one you will have tomorrow.

⊙ XV. 1. Listen to dialogue 24 and then pronounce it after the speaker.

DIALOGUE 24

A: What shall we have for ¹breakfast?

B: Let's have ²bread and butter, two eggs and a cup of tea.

A: And what about you?

C: I think I'd like ³a cup of milk.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words in bold type with those given in columns:

1	2	3
dinner	soup	a cup of coffee
supper	fried potatoes	some juice
lunch	cheese	some jam

5. Make up a dialogue and reproduce it in pairs.

Read and learn the proverb.

Eat at pleasure, drink with measure.—Ешь вволю, (а) пей в меру.

Supplementary Reader: 'She Wants to Have Money of Her Own'
(Part One)

V o c a b u l a r y

boil кипятить, варить

boiled* кипяченый, вареный

bread хлеб

butter масло

cabbage капуста

carrot морковь

communist коммунист

the Communist Party Коммунистическая партия

cream сливки

ice-cream* мороженое

cup чашка

dinner обед

egg яйцо

fish рыба

fork вилка

fried* жареная

fry жарить

hungry голодный

be hungry хотеть есть

instead вместо, взамен

instead of somebody* вместо кого-либо

jam варенье; джем

juice* сок

knife (knives) нож (ножи)

lunch второй завтрак

marmalade мармелад; варенье (особ. апельсинное и лимонное)

meal еда (завтрак, обед, ужин)

meat мясо

member член

milk молоко
 order порядок; приказ, прика-
 зывать
 plate тарелка
 porridge каша
 potato картофель
 new potatoes* молодой карто-
 фель
 poultry домашняя птица

prefer предпочитать
 pudding пудинг
 salad салат
 salt соль
 start начинать
 sugar сахар
 supper ужин
 thirsty испытывающий жажду
 be thirsty хотеть пить

Lesson Thirty-One

31

The Thirty-First Lesson

If the weather is fine, we shall go for a walk.
 He will write to you, when he comes to Omsk.
 (с. 340)

I. Read and translate the sentences.

For example: If the weather is fine, we shall go for a walk. --Если погода **будет** хорошая, мы **пойдем** гуляем.
 He will write to you, when he comes to Chita. --Он **напишет** вам, когда **приедет** в Читу.

1. If the weather is fine, we shall go there by boat. 2. If it rains, they will stay at home. 3. The boys will help the teacher, when the lessons are over. 4. When Mother comes home, we shall have dinner. 5. We shall ski, if it snows. 6. If it is cold, I shall put on my warm coat. 7. I shall buy a present for Nina, if I have enough money. 8. When Father comes, we shall have tea. 9. When you finish this exercise, you will read the text. 10. I shall write you again, when I have free time.

II. Complete the sentences.

1. If the weather is bad, we . . . 2. If we have time, we . . .
 3. If the driver comes, he . . . 4. If I finish my homework in time, we . . . 5. We shall know English, if . . . 6. The doctor will come, if . . . 7. The students will help the collective farmers, if . . . 8. You will bring me some vegetables, when . . . 9. If it rains, they . . . 10. Alec will write you a letter, when . . .

III. Make up 5 sentences beginning with if, and 5 — with when.

For example: *If it snows, I shall ski in the fields.*
When I come from school, I shall help Mother.

IV. Ask and answer 'what' questions according to the models (work in pairs):

What will you do, when you come home?— I'll do my homework.

What will you do, if it rains?—I'll stay at home.

V. Read the words following the rules of reading.

[e]	[ɪ]	[ou]	[au]	[ɔ:]
west	bring	blow	house	port
wet	wind	know	thousand	morning
together	will	show	south	north

There is a new word in each column. Name the word and find it in the vocabulary. Write down the words in your exercise-books.

VI. 1. Read the rhyme 'Wind and Weather' silently to understand it.

WIND AND WEATHER

The South wind brings wet weather.
The North wind wet and cold together.
The West wind always brings us rain.
The East wind blows it back again.

- ⊙ 2. Listen to the rhyme and repeat it after the speaker.
3. Learn the rhyme.

VII. a) Guess the meaning of the following words:

sport—sportsman; **climate** ['klaɪmɪt]—The climate is warm in Odessa.

b) If you guessed the meaning of the words: 1) name some well-known sportsmen; 2) name the places in the Soviet Union where the climate is warm, and where the climate is cold; 3) name the countries of the world where the climate is hot, warm and cold.

VIII. a) Read with the teacher and study the use of the new words.

catch (caught); Ann catches balls well; **catch cold**; In autumn many people catch cold, because it is wet and cold.

fall (fell, fallen); Don't fall. The child ran to meet Mother and fell down.

blow (blew, blown); The east wind blew. A cold wind is blowing from the north.

the moon; We can see the moon in the sky at night.

star, stars; You can see millions of stars in the sky at night.

Some stars shine brightly in the night sky.

cloud, clouds; There are many clouds in the sky.

fog, foggy, foggy morning; London has bad fogs in winter.

grass, green grass; In May the ground is green with grass.

frost, hard frost, early frost; There is still frost on the ground.

heavy, a heavy box, heavy clouds, heavy roads, heavy work,

heavy rain; The boys brought a heavy box. There are still heavy roads in the country.
dark; It is dark at night. He wore a dark coat. She had dark hair. The water in the river was dark and cold.
fresh, fresh flowers, fresh tea, fresh fish, fresh bread; Will you buy fresh butter, Pete?
melt, melted; Snow melts when it is warm.
air, fresh air, in the open air; People can't live without air.
game; Children like to play various games. **Outdoor games** are the games in the open air.
cover, be covered; The ski is covered with dark clouds. The ground is covered with snow. The pavement is covered with ice.
change, changes; The weather changes very often in May. The boys changed places with each other.
mild, mild climate, mild weather; The climate is mild in Europe.
fire; There is a fire in the sitting-room. The weather is too warm for fires.
heat, the heat of the sun; When will you study 'Heat' in physics?
remain; If you take 2 from 5, 3 remains.

b) Read Ex. VIII a) and copy the sentences. Underline the new words.

IX. Read, copy and remember:

catch—caught—caught
 fall—fell—fallen
 blow—blew—blown

X. Choose the right form of the verb.

1. It was cold, because the wind (*blows, blew*) from the north. I don't like this hat; the wind often (*blows, blew*) it off.
2. The agronomist (*catch, caught*) a boy in his garden yesterday. Her children always (*catch, caught*) cold when autumn comes.
3. The cup (*falls, fell*) from the table to the floor. The plate is full of eggs. Don't let them (*fall, fell*).

XI. a) Form new words by adding -y.

For example: sun — солнце; *sunny* — солнечный
 rain — дождь; *rainy* — дождливый

Wind, snow, frost, fog.

b) Write sentences using: frosty weather, windy day, foggy morning, sunny room, snowy houses, rainy season.

XII. Read the words.

Water, ice, the moon, snow, fog, ice-cream, grass, the sun, clothes, stars, frost, clouds, butter.

Say: 1) what can melt; 2) what can be wet; 3) what you can see in the sky;
 a) only in the day-time, b) only at night, c) both in the day-time and at night;
 4) what can cover the ground.

XIII. Extend the following sentences. Use the words given in brackets.

1. We could see clouds (heavy, dark, in the sky). 2. Pete brought flowers (beautiful, fresh, for Mary). 3. It was a winter day (frosty, sunny). 4. It was a foggy morning (early, when we got up). 5. The child fell down (little, poor, on the grass). 6. The children like to play (outdoor games, on the grass).

XIV. Ask 'who' questions.

For example: Bob was glad to be at home again.—*Who was glad to be at home again?*

1. They carried a heavy box. 2. All of us liked the supper. 3. Ann always likes her meals. 4. The driver will go to the North. 5. Alec was in the South last summer. 6. The travellers got wet through last night. 7. I don't like fog. 8. You will like a mild climate there.

XV. Ask 'tail' questions.

For example: You don't like heavy rains, . . . ?—*You don't like heavy rains, do you?*

You like frosty weather, . . . ?—*You like frosty weather, don't you?*

1. The snow melted, . . . ? 2. The moon will appear at ten, . . . ? 3. It is a windy day, . . . ? 4. Ann likes to change her dresses, . . . ? 5. It is not frosty, . . . ? 6. The climate in Irkutsk isn't mild, . . . ? 7. The night was dark, . . . ? 8. The pupils of our form like sports, . . . ? 9. Oleg's father liked outdoor games, . . . ? 10. Heavy clouds bring rain, . . . ?

⊙ **XVI.** 1. Listen to dialogue 25 and then pronounce it after the speaker.

DIALOGUE 25

A: The weather's fine today, isn't it?

B: Yes, it is. The sun's shining and there are no clouds in the sky.

A: It is warm outside, isn't it?

B: I shouldn't think so. It's November now.

A: Shall I put a coat on?

B: As you like. You think you will catch cold, won't you?

A: Certainly.

B: All right, then.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Make up dialogues of your own about the weather (work in pairs).

- ⊙ XVII. 1. Listen to the text with the books closed and say what the text is about.
2. Listen to the text and then repeat it after the speaker in a whisper looking into the book.
3. Read the text aloud.
4. Write out of the text the sentences with the words **heavy**, **again**, **remain** and translate them.

WEATHER

The weather is a subject we can always talk about. It often changes and brings cold and heat, sunshine and rain, frost and snow. One day is often unlike the next. In summer the sun shines, often there is no wind and there are no clouds in the sky which is blue and beautiful. We can see stars and the moon at night and people like walks, outdoor games and sports in the fresh air.

When autumn comes, the days become shorter and colder. It gets dark earlier and often heavy clouds cover the sky bringing rain with them.

Sometimes there is heavy rain, so that an umbrella or a raincoat is necessary if we don't want to get wet through. Then you can hear people say, "What bad weather! When is this rain going to stop?" Many people then catch cold and must go to bed. Then a fire at home is so pleasant. At last frost and snow come.

Fields, forests and houses are covered with snow and rivers and lakes with ice. But spring again brings sunshine and warm winds. Sometimes it snows but snow will not remain long, it will melt in the warm sun. Spring will bring bright sunshine, green grass and flowers.

We usually say: "A nice day", "Not a bad day" or "It's nice weather for the time of the year" if the weather is fine.

We can say: "It looks like rain", "It looks like snow" or "It's bad weather" when the weather is bad.

5. Answer the questions:

1) What do people like to talk about? 2) When do we like walks, outdoor games and sports in the fresh air? 3) What do people do if they don't want to get wet through? 4) Why doesn't snow remain long on the ground? 5) When do we say "Nice day"? 6) When can we say "It's bad weather"?

XVIII. Say a few words about the weather: 1) it was yesterday; 2) it is today and 3) it will be tomorrow.

Supplementary Reader: 'She Wants to Have Money of Her Own' (Part Two)

Vocabulary

air	воздух	outdoor game	игра на открытом воздухе
at last	наконец	grass	трава
blow (blew, blown)	дуть	heat	жара; теплота
catch (caught)	ловить; поймать	heavy	тяжелый
catch cold	простудиться	heavy rain*	сильный дождь
change	менять(ся), изменять(ся)	melt	таять
climate	климат	mild	мягкий (о погоде, климате)
cloud	облако	moon	луна
cover	покрывать	north	север
be covered*	быть покрытым	outside*	на улице, вне дома
dark	темный	remain	оставаться
It gets dark.*	Темнеет.	south	юг
fall (fell, fallen)	падать	sport	спорт
fire	огонь; камин; очаг	star	звезда
fog	туман	wet	сырой, мокрый
fresh	свежий	get wet through	промокнуть
frost	мороз		насквозь
game	игра	wind	ветер

Lesson Thirty-Two 32 The Thirty-Second Lesson

I have seen this film.
Have you seen this film?
Yes, I have. No, I haven't.
I have not seen this film.
(с. 343)

I. Give the three forms of the verbs.

Be, do, have, see, hear, bring, think, buy, catch, read, write, give, take, drink, eat, speak, tell, say, sleep, go, come, sing, know.

II. Read and translate the sentences.

I have cleaned my coat.—It is clean now.
I have finished my homework.—I may go for a walk.
I have read the book.—I can give it to you.
The rain has stopped.—The weather is fine.
Pete has come.—You may speak to him.

© III**. a) Repeat the sentences after the speaker paying attention to intonation. Make up as many sentences as you can.

<p>1. I We Mike Ann They</p>	<p>have has</p>	<p>gone to the theatre. had dinner. bought some pairs of socks. brought fresh flowers from the garden. written a few letters to Orel. read Shakespeare. drunk a cup of milk.</p>
<p>2. Have Has</p>	<p>you they Pete Mr. West Kate</p>	<p>done it? arrived in time? come by train? understood the text? answered the questions? slept well? seen these pictures? been to Moscow?</p>
<p>3. I We They Pete Ann</p>	<p>haven't hasn't</p>	<p>been there. read this book. changed at all. learnt these words. missed lessons. spoken to the teacher. given any present to Zina.</p>

b) Write 3 sentences on each of the tables.

IV. Ask if it is so.

For example: The agronomist has come.—*Has the agronomist come?*

1. The driver has gone to town. 2. The nurse has finished her work. 3. They have found an interesting book. 4. Ann has lost her pen. 5. Mother has called the doctor. 6. Ann has ordered a new jacket. 7. They have lived in this village. 8. Nelly has invited us. 9. I have made tea for all of you. 10. She has told the truth.

V. Disagree with the following statements. Add some more information where you can.

For example: The agronomist has come.—*The agronomist has not come. He is still in the fields.*

1. The rain has stopped. 2. His sister has changed so much. 3. They have watched TV. 4. Pete has bought a new pair of trousers. 5. Ann has danced. 6. Oleg's father has caught cold. 7. We have seen the doctor there. 8. The driver has waited for the woman near the house. 9. The vet has come back from town. 10. The boy has run to the river.

VI. Ask 'tail' questions.

For example: You have written a letter, . . . ?—*You have written a letter, haven't you?*
You have not read this book, . . . ?—*You haven't read this book, have you?*

1. You have had tea, . . . ? 2. Ann has cooked porridge, . . . ?
3. Mary has put salad on the plates, . . . ? 4. Nick hasn't brought any water, . . . ? 5. They have eaten pudding, . . . ?
6. The boys haven't eaten the fish, . . . ?

VII. Answer 'tail' questions.

For example: We have helped you, haven't we?—*Yes, you have.*
We have not done it, have we?—*No, you haven't.*

1. The wind has changed, hasn't it? 2. The snow hasn't stopped, has it? 3. Mother hasn't come, has she? 4. You haven't met the postman, have you? 5. You have bought a box of chocolate, haven't you? 6. Ann has washed the plates, hasn't she? 7. The child has washed his face and hands, hasn't he? 8. Nick has shut the door, hasn't he? 9. You have cleaned the blackboard, haven't you? 10. The girls have sung at the party, haven't they?

VIII. Ask 'who' questions.

For example: We have finished this text.—*Who has finished this text?*

1. We have come by tram. 2. The man has walked through the forest. 3. I have opened the window. 4. The pupils have listened to the text. 5. The workers have rested there. 6. Ann has made tea. 7. My parents have travelled in Europe.

IX. a) Read and compare these two columns.

I have met our teacher.	I met her in the morning.
We have seen 'Hamlet'.	We saw it last Friday.
Bob has been to London.	He was there last year.
The rain has stopped.	It stopped ten minutes ago.
My grandfather has travelled a lot.	He travelled a lot in 1958.

b) Choose the necessary tense form of the verbs.

1. I (*have seen, saw*) the doctor. I (*have seen, saw*) him two hours ago. 2. My friend (*has been, was*) there last winter. 3. The postman (*has brought, brought*) a letter for you. He (*has brought, brought*) the letter half an hour ago. 4. We (*have lived, lived*) in Brest in 1968. He (*has lived, lived*) in that village. 5. The mechanic (*has caught cold, caught*) and he stays in bed. 6. Mike (*has missed, missed*) two days. He (*has missed, missed*) two days last week.

⊙ X. 1. Listen to dialogue 26 and then pronounce it after the speaker.

DIALOGUE 26

A: I've seen a very interesting film.

B: What film?

A: 'Oliver'.

B: I saw it last week.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Make up a dialogue of your own.

⊙ XI. 1. Listen to dialogue 27 and then pronounce it after the speaker.

DIALOGUE 27

A: Have you bought a bicycle?

B: Yes, I have. A very good one.

A: When did you buy it?

B: I bought it last week.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Make up a dialogue of your own.

XII. a) Read the international words using transcription:

author ['ɔ:θə], modern ['mɒdən], popular ['pɒpjulə], politics ['pɒlɪtiks], manuscript ['mænjuskript], classical ['klæsɪkəl], illustrate ['ɪləstreɪt], illustration [ˌɪləs'treɪʃn], collect [kə'lekt], collection [kə'lektʃn].

b) Give it a name.

1. A book written by hand. 2. A writer of a book. 3. Pictures in books. 4. Liked by the people. 5. Bring together.

XIII. Read silently the sentences including international words. Guess the meaning of the words and translate them.

1. The illustrations in this textbook help us to understand the meaning of new words. 2. Who has illustrated this book? 3. Ludmila Zykina is a popular singer. 4. Who is the author of the book 'Mother'? M. Gorky is. 5. Latin is a classical language. English, French, German, Russian and many others are modern languages. 6. In the Lenin Library in Moscow you can find not only books but manuscripts. 7. Young people must be interested in politics. 8. My friend has a good collection of stamps. He collects stamps. Do you collect anything?

XIV. Arrange the words according to the rules of reading. Write them under the symbols: [θ], [ŋ], [ɑ:], [ʌ], [e], [ou].

Thing, grass, king, know, melt, end, author, glass, song, blow, spend, butter, show, under, three, cup, classroom.

XV. a) Read with the teacher and study the use of the new words.

already; The train has already left. We have been there already and don't want to go again.

ever; Have you ever been to the South? No, never.

just; The doctor has just come. They have just finished the text.

believe, believed; You can believe Mike, he always tells the truth. Will they come in time? Yes, I believe so. (No, I believe not.)

receive, received, receive a letter; When did he receive the letter?

print, printed, printing; We can print books, newspapers in a printing-house.

influence, influenced, influence on politics; The Soviet Union has a great influence on the politics of the modern world. The climate influences people.

famous; 'Famous' means 'well-known'. Several famous singers and actors have come to the town.

glass, glasses, a glass of tea; We can see through glass. Father likes to drink tea from a glass. My grandparents cannot read without glasses.

paper; We usually write on paper. Give me a piece of paper to write a note; **newspaper;** the 'Pravda' is a daily newspaper.

b) Read Ex. XV a) and copy the sentences. Underline the new words.

XVI. Complete the sentences and translate them.

1. A traveller is one who
2. A player is one who
3. A listener is one who
4. A speaker is one who
5. A printer is one who
6. A receiver is one who
7. A collector is one who
8. An illustrator is one who

XVII. Form the new words with *-ly*.

For example: day—день; *daily* — *ежедневный*
Week, month.

XVIII. Name several famous writers, actors, singers and travellers. Say a few sentences about one of them.

Begin: . . . *is (was) a famous*

XIX. Fill believe, modern, glasses, ever, influenced, just, paper, spend, copies, newspaper in:

1. Have you . . . been to Moscow? 2. Boys and girls usually like . . . songs and dances. 3. They have . . . received a letter from Mike. Look at it. 4. Don't . . . Nick, he never tells the truth. 5. Will you give me a piece of . . . to write the exercise? 6. What . . . does your father read? The 'Pravda'. 7. Has the north wind . . . the weather? Yes, I believe so. 8. Where will you . . . next week-end? 9. You have two . . . of the 'Pravda'. Will you give me one? 10. Bob was so thirsty that he drank three . . . of water.

- ⊙ **XX.** 1. Listen to the text and pronounce it after the speaker in a whisper.
2. Read the text aloud.

THE BRITISH MUSEUM

The British Museum has one of the largest libraries in the world. It has a copy of every book that is printed in the English language, so that there are more than six million books there. They receive nearly two thousand books and papers daily.

The British Museum Library has a very big collection of printed books and manuscripts, both old and new. You can see beautifully illustrated old manuscripts which they keep in glass cases.

You can also find there some of the first English books printed by Caxton. Caxton was a printer who lived in the fifteenth century. He made the first printing-press in England.



In the reading-room of the British Museum many famous men have read and studied.

You know that V. I. Lenin visited London several times. When he lived in London he spent a lot of time in the British Museum Library. Another great man was Karl Marx who wrote works which have had the greatest influence on the politics of the modern world. Charles Dickens, a very popular English writer and the author of 'David Copperfield', 'Oliver Twist', 'Dombey and Son' and other books, spent a lot of time in the British Museum Library.

3. Answer the questions: 1) Where did V. I. Lenin spend a lot of time when he lived in London? 2) What do you know about the British Museum? 3) What was Caxton?
4. Read the text and prove: 1) the British Museum Library is one of the greatest libraries in the world; 2) great men visited this library and studied there.

XXI. a) Read the dialogue.

A: Ann has never been to a museum.

B: Never in her life?

A: No, never.

B: I don't believe it.

b) And what about you? Have you ever been to a museum? Say a few words about your visit.

Read and learn the proverb.

Never put off till tomorrow what you can do today.— **Никогда не откладывай на завтра то, что можешь сделать сегодня.**

Supplementary Reader: 'A Republican and a Democrat'

V o c a b u l a r y

already уже

author автор

believe полагать; верить

case* футляр; коробка

collect коллекционировать, собирать

collection коллекция

copy* экземпляр; копия

daily* ежедневный

ever когда-либо

famous знаменитый, известный

glass стекло; стакан

glasses* очки

illustrate иллюстрировать

illustration иллюстрация

influence влияние; влиять

just только что

manuscript* рукопись

modern современный; **новый**

paper бумага

newspaper газета

politics политика

popular народный; популярный

print печатать

be printed* быть напечатанным

printing-press печатный станок

receive получать

I have just read the book.
He has not come yet.

(c. 343)

I. a) Make up as many sentences as you can.

1. The grand- mother Nina The girls Alec The boys	has have	already	bought a present for Mother. brought two pails of water. cooked dinner. boiled milk. fried fish.
--	-------------	---------	--

2. I The pupils The post- man	has have	just	brought fresh newspa- pers. finished the exercise. done my homework. received this book. haven't seen this film.
--	-------------	------	---

3. The sun The moon The stars The wind The rain The snow The clouds	hasn't haven't	covered the sun appeared melted changed stopped	yet.
---	-------------------	--	------

b) Write 2 sentences on each of the tables.

II. Read the statements and make them real by adding *already*, *just*, *not . . . yet*.

For example: I have finished school.—*I haven't finished school yet.*

1. I have been to a big city. 2. I have seen the new film.
3. We have had physics. 4. I have read 'Martin Eden' by Jack London.

III. a) Read with the teacher and study the use of the new words.

send (sent), send a letter; Have you sent the money to your grandparents? No, I have not sent it yet. I shall send the money tomorrow.

death, deaths, the death of his grandmother; Have you heard about the death of Igor's grandmother? No, I have not heard about it yet.

trade, trade mark, trade union; teach different trades; The Soviet Union trades with many countries.

break (broke, broken); Glass breaks easily. He fell and broke his leg. Who has broken the window?

own, owned; This house is mine. I own it. I am its owner. I saw it with my own eyes. Make up a dialogue of your own.

translate, translate from one language into another, translation; Mary has translated an English book into Russian. One who translates is a translator. This student does good translations.

become (became, become); It has become much warmer. I want to become a teacher of English.

master; Mr. Brown is the master of this office. Sometimes 'master' means 'a teacher'. Peter Green is a dancing-master.

b) Read Ex. III a) and copy the sentences. Underline the new words.

IV. Read the words following the rules of reading.

[e]	[æ]	[ei]	[ou]	[θ]
centre	Saturday	take	know	thin
better	cabbage	place	slow	thing
letter	carrot	plate	slowly	think
spend	capital	plane	snow	thought
spent	family	trade	show	Thursday
send	translate	traded	own	tenth
sent	translation	trades	owner	death

V. a) Read and remember:

become—became—become
break—broke—broken
send—sent—sent

b) Choose the necessary form.

1. She always (*sends, sent*) letters to her brother who lives in Minsk. Have you (*send, sent*) the boy to the post-office? Andrew couldn't (*send, sent*) a letter to his friend. 2. It (*has become, became*) warmer. Don't put your coat on. I want to (*become, became*) a worker. 3. She never (*breaks, broke*) glasses, cups and plates. The boy (*has broken, broke*) his arm and he is in hospital now. Who (*has broken, broke*) the window yesterday?

VI. Say where they work:

workers	vets	teachers
collective farmers	mechanics	doctors
drivers	postmen	clerks
agronomists	librarians	nurses

VII. Complete the sentences.

F o r e x a m p l e: I do not want to become a clerk, but . . . —
I do not want to become a clerk, but I want to become a collective farmer.

1. I do not want to become a teacher of French, but . . .
2. My brother did not want to become a mechanic, but . . .
3. Oleg's sister does not want to become a doctor, but . . .
4. My father did not want to become a driver, but . . .
5. Kate does not want to become a clerk, but . . .
6. He did not want to become a vet, but . . .
7. Helen does not want to become a singer, but . . .
8. Boris does not want to become a dancing-master, but . . .
9. She does not want to become a translator, but . . .
10. Mr. Winter did not want to become a printer, but . . .

VIII. Fill trades, translator, yet, broken, sent, translated, just, master, become in:

1. Have you . . . a letter to Vladimir? I am sorry I have not done it . . .
2. She has . . . cooked lunch. You may have it.
3. Who has . . . this text into Russian? 4. I have not . . . this cup and I don't know who has done it.
5. Who is the . . . of this office? Mr. Jackson is.
6. The Soviet Union . . . with Japan.
7. Kate does not want to . . . a nurse. She wants to become a doctor.
8. Marshak is a well-known . . . of Shakespeare's sonnets.

IX. Insert just, already, ever, never not . . . yet in the sentences.

F o r e x a m p l e: He has arrived in Norilsk. (already)—*He has already arrived in Norilsk.*

1. I have received a letter. (just)
2. Pete has seen the film on TV. (already)
3. Nelly has missed her lessons. (never)
4. Have you been to Moscow? (ever)
5. I have had my dinner. (not . . . yet)
6. Have you translated the text? (already)
7. The travellers have left the village. (just)
8. I am sorry I have been to Leningrad. (never)

- ⊙ **X. 1. Listen to dialogue 28 and then repeat it after the speaker.**

DIALOGUE 28

A: I've finished my work.

B: Already?

A: Yes, I finished it two hours ago.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
4. Make up a dialogue and reproduce it in pairs.

- XI.** Read the text and answer the questions: 1) When and where was Caxton born? 2) Where did he start his business? 3) How many books did Caxton print?

WILLIAM CAXTON

William Caxton is the first English printer. He was born in Kent in 1422. His father was a farmer. William did not want to become a farmer like his father. So his father sent him to London. He worked in an office which traded with different countries. William liked to read new books which were printed in Europe.

When William Caxton was thirty, after his master's death he started his own business in Belgium. In 1471 he left his business and began to translate French books into English. He became interested in printing and at last he learnt it. William wanted to have his own press one day and he did.

In 1476 he brought his printing-press to London. Printing was something new at that time and most people thought that it was the work of the devil. Some of the people wanted to break his press. Caxton printed his first book in 1477. It was the first book printed in the English language. The book was Caxton's translation of the French 'Tales of Troy'.

William Caxton printed about eighty books. He translated thirty-one books from French. Caxton died in 1491.

- XII.** These sentences are not true to fact. Correct them.

F o r e x a m p l e: Caxton was a well-known writer.—*That's not right. Caxton was not a well-known writer, he was the first English printer.*

1. Caxton's father sent him to Paris. 2. Caxton worked in a hospital. 3. Caxton started his own business before his master's death. 4. Caxton translated German books into Russian. 5. Most people knew a lot about printing at that time. 6. Caxton printed his first book in 1577. 7. Caxton printed more than a hundred books.

- XIII.** Read the text and say a few words about William Caxton.

- XIV.** You have learnt about the first English printer. Do you know any other first printers? Say a few words about them. Begin your talk with Ivan Fedorov.

V o c a b u l a r y

become (became, become)	де-	devil* дьявол
латься, становиться		master хозяин, учитель
break (broke, broken)	ломать-	own владеть; собственный
(ся), разбивать(ся)		send (sent) посылать, отправ-
break перерыв; перемена		лять
death смерть		

trade	торговать; торговля; pe-	translation	перевод
месло		translator*	переводчик
translate	переводить	not . . . yet	еще не

Revision Two

I. Review the rules of reading. Read the following words:

[au]	[ɔ:]	[ou]	[ʃ]	[tʃ]	[dʒ]
out	all	boat	ship	catch	large
about	ball	coat	short	watch	cabbage
house	wall	coach	shop	chair	college
found	small	road	shelf	arm-chair	village
cloud	tall	toast	shine	children	language
round	call		wash	teach	just
thousand	fall		shut	teacher	juice
south	all right		show	match	jam
mouth			shirt	which	June
ground			fish	kitchen	July

II. Read the words and say which of them are not read according to the rules.

Nose, stove, wrote, some, come; clean, meal, mean, meat, great.

III. Read the words and say what makes them different.

Meal—meat, cold—could, bought—brought, send—spend, back—black, though—through, thought—though, then—than, skirt—shirt.

IV. Read the sentences and say what part of speech the word in bold type is.

1. Mary has bought a nice pair of **skates**. She always **skates** on Sundays. 2. My friend likes to **ski** in the forest. Yesterday he broke his **ski**. 3. We often **visit** grandparents who live not so far from our village. Oleg's **visit** gave them much pleasure. 4. Nelly always **answers** the teacher's questions. The teacher is pleased with her **answers**. 5. Many countries **trade** with the Soviet Union. **Trade** was good last year. 6. We usually **stop** near the river. Let us meet at the **bus-stop**. 7. This is a good **place** for a rest. **Place** the cups in the right order. 8. We have five or six **lessons** every day and several **breaks**. Nick always **breaks** his pens and pencils and he has nothing to write with. 9. The children like to **play** this game. He has just finished a new **play**. 10. Thank you very much for the most interesting **talk**. We always **talk** at tea.

V. Form nouns with -er and translate them.

For example: travel—*traveller* (путешественник)

Eat, drink, sleep, receive, send, walk, talk, speak, tell, listen, football, print, believe.

VI. Form adverbs with *-ly* and translate them.

For example: bad — *badly* (*плохо*)

Nice, beautiful, usual, slow, rich, poor.

VII. Read the words and say what we can drink hot and what we can drink cold.

Begin: *We can drink . . .*

Milk, tea, water, juice, coffee.

VIII. Read the words and plan: breakfast, lunch, dinner, tea and supper.

Bread, biscuit, soup, meat, fish, sugar, porridge, cabbage, potatoes, pudding, poultry, carrot, cheese, sausage, fruit, salad, cream, ice-cream, jam, cake, tea, coffee, milk, juice, butter.

IX. Read the words and say: 1) what we usually wear at home and 2) what we put on when we leave the house.

Coat, dress, gloves, shirt, blouse, uniform, skirt, apron, hat, cap, jacket, raincoat, trousers.

X. Read the words and say: 1) which of them belong to means of communication and 2) which to entertainment.

Museum, cinema, bicycle, boat, television, train, theatre, car, radio, sports, tram, underground, lorry, bus, motor-cycle.

XI. Read the words and say: 1) what we can see in the sky and 2) where we can work and live.

Sun, town, moon, city, star, village, cloud, field, air, forest, fog, river.

XII. Use *can* or *may* in the sentences.

1. Pete . . . speak English very well. 2. . . . I take your book? Certainly you 3. . . . your younger sister skate? No, she . . . but she . . . ski very well. 4. Mother, . . . I go to the cinema? I have already done my lessons. 5. You . . . get there either by bus or on foot. 6. . . . you tell me the time? Certainly, I I have a watch. 7. . . . Father drive a car? Yes, he 8. . . . I go to the theatre tonight? Yes, you 9. . . . your sister cook well? I think she 10. . . . I have a glass of tea? Yes, certainly you

XIII. Use *Present Perfect* or *Past Indefinite* in the sentences.

1. Jackson (*come*) back from his holiday this week. 2. I (*see, just*) this film. I like it very much. 3. Yesterday we (*receive*) two letters and they were both from Kursk. 4. Mike (*buy*) a box of chocolate for Mother. Today is her birthday. 5. I (*put*)

my gloves on that little table. And I can't find them. 6. Mary (*tell*) you about him in the morning. 7. The child (*wash*) his hands and is ready for breakfast. 8. The train (*arrive, just*). 9. The ship (*appear, not yet*). 10. Caxton (*print*) his first book in 1477.

XIV. Use **Future Indefinite** or **Present Indefinite** in the sentences.

1. If the wind (*blow*), we (*not, go*) to the forest. 2. I (*write*) to you, when I (*come*) to Moscow. 3. Nina (*take*) the umbrella, if it (*rain*). 4. I (*help*) Pete to bring water, if he (*ask*) me. 5. Next summer we (*spend*) our holidays on the farm. 6. Many students (*come*) to the village in September to help the farmers. 7. If I (*be ill*), I (*stay*) at home. 8. "I (*become*) a nurse," she says to the teacher. 9. I (*be busy*) tonight, don't come to me. 10. We (*watch*) TV next Saturday.

XV. Read the sentences and ask questions to get more information. Use 'who', 'what', 'when', 'where' or 'why' questions.

1. I saw it yesterday. 2. He stayed there. 3. They could help you. 4. She met him at last. 5. They came in time. 6. She will cook. 7. I'll see him again. 8. A boy has brought it. 9. She will tell her the truth. 10. I want a cup of coffee. 11. He decided to travel.

XVI. Complete 'tail' questions.

1. You haven't seen Mike, . . . ? 2. Our teacher knows French too, . . . ? 3. You did not go anywhere last summer, . . . ? 4. You are going to the Crimea, . . . ? 5. Your brother is a good driver, . . . ? 6. We shall have chemistry tomorrow, . . . ? 7. You will give me this book, . . . ? 8. Somebody has asked me about it, . . . ? 9. These boys live in the nearest village, . . . ? 10. You have lost your umbrella, . . . ?

XVII. Name a city, a town, a village and say: 1) a few words about it; 2) how you can get there; 3) how much time it will take you to get there.

XVIII. You know the climate of the place where you live. Say a few words about it. Use the following words and expressions: **mild, not mild, fine, nice, bad, frosty, the weather, snow, rain, often, sometimes, fog, foggy, wind, windy, blow, north.**

XIX. Soon you will have your summer holidays. Will you tell the class: 1) what you are going to do on your holidays; 2) if you go anywhere, how you will get there and how much time it will take you to get there; 3) what clothes you will take with you.

Supplementary Reader: 'Tom Brown's Schooldays' by Thomas Hughes

Lesson Thirty-Four **34** The Thirty-Fourth Lesson

I. Listen to the teacher's story to be able to answer the following questions.

1. Are you glad to see your friends again? 2. What form are you in? 3. Is it the last year you will stay at school? 4. Will this year be difficult for all of you? 5. Why do you think it will be difficult? 6. You must work hard to finish school, mustn't you? 7. You know what subjects you will study in the 11th form, don't you? 8. Can you name the subjects? 9. Do you know your time-table? 10. What is the time-table for today and for tomorrow? 11. When will you have your English lessons? 12. Have you read anything in English? 13. What have you read?

II. 1. Read dialogue 29 silently to understand it.

DIALOGUE 29

A: Hallo, Andrew! I haven't seen you for ages. Where have you been all the time?

B: I have just come from Moscow.

A: Oh, I see. Were you at the Kremlin and Red Square?

B: Both.

A: How interesting!

- ⊙ 2. Listen to the dialogue and repeat it after the speaker.
3. Read the dialogue aloud (work in pairs).
4. Dramatize the dialogue.

III. Speak about your summer holidays: where you were and what you did.

B e g i n: I spent my summer holidays . . .

IV. 1. Read and guess the meaning of the words:

park, fantastic [fæn'tæstɪk], culture ['kʌltʃə].

Make up some sentences with these words.

2. a) Read and translate the sentences.

Yuri Nikulin is a popular actor. Repin is a great Russian artist.

b) Name any well-known artist. Say where and when he lived, where he worked and what pictures by this artist you like best.

V. You know that the word **yellow** means «желтый». If we add **-ish**, we shall have **yellowish** — «желтоватый». Read and translate the following words:
Reddish, greenish, bluish.

VI. a) You know that the word **white** means «белый». If we add **-ness**, we shall have **whiteness** — «белизна»; **great** — «великий», **greatness** — «величие». Read the following words and write the primary words.

For example: happiness — *happy*

Laziness, gladness, richness, poorness, yellowness, greenness, brightness, business.

b) Use the necessary word.

For example: We all knew about Alec's (*lazy, laziness*). His sister was not (*lazy, laziness*). — *We all knew about Alec's laziness. His sister was not lazy.*

1. The Soviet Union is a (*rich, richness*) country. The (*rich, richness*) of the country is great. 2. We were (*happy, happiness*) to see him alive. Our (*happy, happiness*) was so great. 3. The grass was (*green, greenness*). The (*green, greenness*) of the grass was beautiful.

VII. Form adverbs from the adjectives and translate them. (Don't forget to replace **y** with **i** in the word **happy**.)

For example: easy — прилагательное; *easily* — наречие
Slow, usual, rich, poor, happy.

VIII. a) Read with the teacher and study the use of the new words.

age, **ages**, **for ages**; I haven't seen you for ages.

park, **parks**, the park of culture and rest; There is a good park on the state farm 'Iskra'.

artist, a well-known artist, a great artist, modern artists; Surikov was a great Russian artist.

describe, **described**; Describe the picture.

possible, a possible answer; Write as many words as possible.

Frost is possible in early spring.

tree, **trees**, a tall tree, a fruit-tree, green trees; The trees are green in summer.

noise, **noisy**; In big towns you can hear noise everywhere. Small children are usually noisy.

simple, simply; Say it in simple words. The man is as simple as a child. She is so simple that she believes everything. Ann is simply a pupil.

even; Even Mother has come to our party.

shade, shades, light and shade, shades of meaning, shades of blue: The trees make a pleasant shade in summer when it is hot.

recognize, recognized; We couldn't recognize Ann. She has changed greatly.

b) Read Ex. VIII a) and copy the sentences. Underline the new words.

IX. Fill artist, trees, possible, noise, noisy, simple, shades, recognize, classmates in:

1. There is so much . . . , because the children are playing a . . . game. 2. Mike was ill for a month. When he came to his class his . . . were glad to see him again. 3. The garden wasn't large. There were only several . . . in it. 4. Our teacher always speaks in . . . sentences. You can easily understand her. 5. Rockwell Kent was a well-known American 6. You can do it in any . . . way. 7. What . . . of brown do you like best, dark or light? 8. I can easily . . . your brother. He is like you.

X. a) Make up sentences. Translate the sentences with the star.

<p>1. I Pete Ann They</p>	<p>can describe</p>	<p>the pictures on page 22. the village where the doctor lives.* the way to the state farm. the mechanic's house.* the post-office.</p>
<p>2. It is possible (that)</p>		<p>we shall be free next Friday. it will rain. it will snow.* the weather will change.* Pete will come early. they will finish their work next Friday. we shall receive a letter from him. the driver won't come from town at 10 o'clock.* the girl will help us to make tea. we shall have a meeting at 4 o'clock.</p>

b) Write 3—5 sentences on each of the tables.

XI. Read the words following the rules of reading.

[ɑ]	[ʌ]	[ɔ:]		[i:]	
arm	bus	author	all	tea	see
dark	buses	August	ball	read	seen
park	just	autumn	small	clean	tree
artist	summer		tall	season	street

XII. Give the three forms of the verbs.

Be, do, have, see, come, go, read, write, learn, give, take, put.

XIII. 1. Read the text aloud.

AT SCHOOL AGAIN

Summer is over and it is autumn again, beautiful as ever. Even if you are no artist at all you can see its beauty. It is a season when the trees are simply fantastic—yellow, red, green and brown, not just one brown, but browns of all possible shades: light brown, dark brown, yellowish brown and all of a richness that only an artist can see and describe.

Victor is back in Vorontsovo. He has just come but his thoughts are still in Kiev where the autumn is so beautiful.

This is not his first visit there. He has already been to Kiev and he has learnt its streets, roads, parks, theatres, cinemas and old and new beautiful buildings. He easily recognizes the streets, buildings, buses, parks and the noise. Noise is everywhere.

Now he is with his classmates and the usual talk begins.

"Hallo, Victor!"

"Hallo, Pete."

"I am very glad to see you again. How is everything?"

"Thank you, fine."

"Now tell me, where have you been all the time? I haven't seen you for ages and you haven't written a word. Did you go anywhere?"

"Certainly, I did. I have just come back from Kiev."

"How did you like it? Is it a good place to go to?"

"Splendid! You must go there some day, too."

"I certainly shall. And I shall write letters to you as I know you like to get letters."

2. Write out of the text the sentences with the words back, even, thoughts, for ages and translate them.
3. Read the text and prove: 1) autumn is a beautiful season: 2) Victor and Pete spent their holidays in different places.
4. Say where Victor has been, what he has learnt and if he liked his trip.

XIV. Tell your classmates about your summer holidays. Say: 1) where you went; 2) how long you stayed there; 3) describe the place you lived and whether you liked it; 4) say when you came back home.

Read and learn the proverb.

A good name is better than riches.— Добрая слава лучше богатства.

Supplementary Reader: 'A Red, Red Rose' by Robert Burns

V o c a b u l a r y

age возраст

for ages* вечность

artist художник

culture культура

describe описывать

even даже

fantastic* фантастический

noise шум

noisy шумный

park парк

possible возможный

recognize узнавать; признавать

shade* оттенок

simple простой, несложный

simply просто

some day когда-нибудь

splendid великолепный; роскошный

tree дерево

yellowish желтоватый

Lesson Thirty-Five 35 The Thirty-Fifth Lesson

I. Review the tenses and do the exercises.

1. Choose the necessary form of the verb: Present Perfect or Past Indefinite.

1. We (*have travelled, travelled*) about the Crimea last year. Mr. Winkle knows so much, because he (*has travelled, travelled*) a lot. 2. I (*have seen, saw*) Pete in the library today. She (*has seen, saw*) this film last Friday. 3. Alec (*has met, met*) the mechanic two hours ago. I just (*have met, met*) the doctor. 4. The children already (*have decided, decided*) what to do with the books. Yesterday they (*have decided, decided*) to help the villagers. 5. Helen speaks French, because she (*has been, was*) in France. She (*has been, was*) there last year. 6. The rain (*has stopped, stopped*) and the sun is shining in the sky again. The rain (*has stopped, stopped*) half an hour ago. 7. Mary (*has bought, bought*) a new hat. I (*have bought, bought*) a pair of gloves yesterday. 8. The wind (*has blown, blew*) off the man's hat, and he can't catch it. 9. The weather (*has changed, changed*) and we can go for a walk. 10. The wind (*has changed, changed*) in the morning.

2. Choose the necessary form of the verb: Future Indefinite or Present Indefinite.

1. I (*shall come, come*) to you next Sunday. 2. When I (*shall come, come*) home, I shall help my mother to cook dinner. 3. The doctor (*will give, gives*) some medicine when he comes to you, Tom. 4. If the weather (*will be, is*) fine, we shall go to the forest. 5. They (*will work, work*) on the farm next month. 6. Mary (*will buy, buys*) a box of chocolate for Mother. 7. She always (*will bring, brings*) fresh flowers, because they have a beautiful garden, you know. 8. Next summer I (*shall go, go*) to my grandparents. 9. They (*will have, have*) their meals only at home, because all of them work near the house.

8. Choose the necessary form of the verb: Present Continuous or Present Perfect.

1. Wait for me a little. I (*am eating, have eaten*) my breakfast now. 2. Nick (*is writing, has written*) a letter. When he finishes, we shall go to the post-office. 3. Mary (*is putting, has put*) plates, forks, knives and cups on the table, so we shall have dinner. 4. Look at the child. He (*is carrying, has carried*) a basket full of plums. 5. Bob (*is washing, has washed*) his hands and is ready to help you with the dinner. 6. The family just (*is having, has had*) tea. 7. It is 12 o'clock. Vadim Petrovich (*is having, has had*) his lunch. 8. We already (*are doing, have done*) this exercise. Shall we read the text? 9. Tom's sister (*is learning, has learnt*) the English rhyme and now she may go for a walk with her friends. 10. I just (*am walking, have walked*) through the field.

4. Use the necessary form of the verb.

1. The mechanic (*work*) on that farm two years ago. 2. I never (*be*) to Sverdlovsk. I think, I (*go*) there next year. 3. What (*do*) you here? I (*wait*) for Nick. We (*go*) to the library together. 4. Last week you (*miss*) four lessons, Mike. 5. We (*learn*) many different subjects at school. 6. Next year they (*buy*) two lorries for the farm. 7. Mary (*buy*) a new dress. I (*like*) it very much. 8. I always (*get up*) at seven. But yesterday I (*get up*) at nine, because it was Sunday and I could stay in bed a little longer. 9. Where (*work*) this man? He (*work*) at the post-office. 10. When I (*come*) from school, I shall help you, Mother.

II. Review the prepositions and do the exercises.

1. a) Prepositions of Time:

in; in 1973, in the beginning of the year, in winter, in May, in the morning, in the afternoon, in the evening, in ten minutes; He will be back in ten minutes.

on; on Monday, on my birthday, on the 1st of January.

at; at night, at 7 o'clock, at a quarter past seven, at half past six, at that moment (time).

for (How long?); for an hour, for a month, for two years.

during (When?); during our holidays, during the lesson, during that winter, during that time.

till; till 5 o'clock p. m., till the evening.

from . . . till; from 7 till 12 o'clock, from early morning till late at night.

from time to time (sometimes); We go there from time to time.

before; before 10 o'clock, before Sunday; June is before July,

after; after 5 o'clock, after Friday, after summer.

b) Fill in prepositions of time.

John and Peter are English schoolchildren. They go to school . . . the morning. John, who is older than Peter, gets

up . . . 6 o'clock and his brother gets up . . . half past six. School begins . . . nine. They stay at school . . . 9 . . . 4 o'clock p. m.

They study at school . . . Monday, Tuesday, Wednesday, Thursday and Friday. . . . Saturday and . . . Sunday there are no lessons.

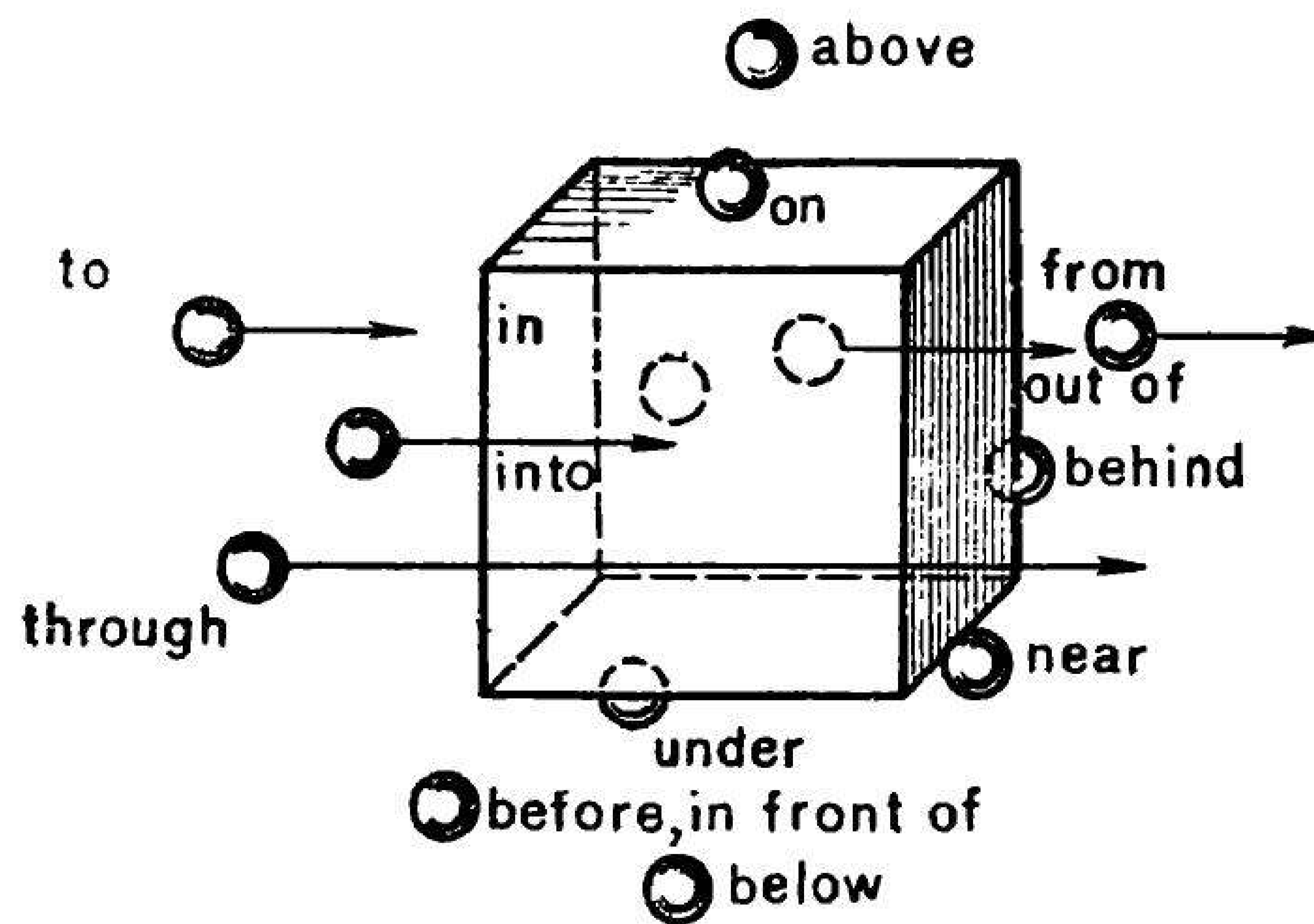
John and Peter have their holidays . . . winter . . . two weeks. . . . spring . . . two weeks and . . . summer. The school year usually begins . . . the 15th of September.

Holiday is the time for rest.

. . . the holidays children can go somewhere and do what they like.

2. a) Prepositions of Place and Direction:

above, on, in, under, behind, before, in front of, near, below, to, into, from, out of, through.



b) Fill in prepositions of place and direction.

1. The boy does his morning exercises the open window.
2. The bathroom is . . . the bedroom.
3. You can find this book . . . that shelf.
4. Don't forget to put the bread . . . the bag.
5. There were heavy clouds . . . the sky.
6. At night we could see millions of stars . . . our heads.
7. The grandfather took a sweet his pocket and gave it . . . the child.
8. Do you see anything . . . that tree, Mike?
9. Does your teacher live . . . the school or far . . . it?
10. There is a little garden . . . the house.
11. Do you go home . . . the field or . . . the forest? I prefer to go . . . the field.
12. The ball was . . . the bed, so the old woman could not get it.
13. Water changes into ice when the temperature is . . . zero.

3. a) Prepositions: of, with, by, for:

of; The boy has broken a leg **of** the table. The father **of** my friend has gone to Orel. Who is the master **of** that house? On the way home I met one **of** your friends.

with; We eat meat **with** a knife and a fork. We see **with** our eyes and hear **with** our ears. The ground is covered **with** snow.

Alec had dinner with his friends. Last summer we stayed with our parents. In summer the villagers get up with the sun. Even in winter we sleep with the window open.
 by; Come and sit by me (near). Mother took her child by the hand. Many of our boys and girls go to school by bus. This poem is by Evtushenko, that is, he wrote it.
 for; Is English difficult for you? At last we found the house for travellers. Mike has bought a box of sweets for his older sister.

b) Fill of, with, by, for in:

1. We walk . . . our legs. 2. How do you get to town, . . . bus or . . . train? 3. Someone has brought these flowers . . . you. 4. Ann always writes . . . this pen. 5. Father could not buy gloves . . . Ann, because he had no money . . . him. 6. We cannot say English is difficult . . . us. 7. I'm sorry but the boy cannot eat . . . the knife. 8. One . . . my friends has told me about that village. 9. English people like to sit . . . the fire in winter. 10. Kate turned her head when somebody took her . . . the hand. 11. Mike could not get up, so Mother sent . . . the doctor.

III. Read and guess the meaning of the following words:

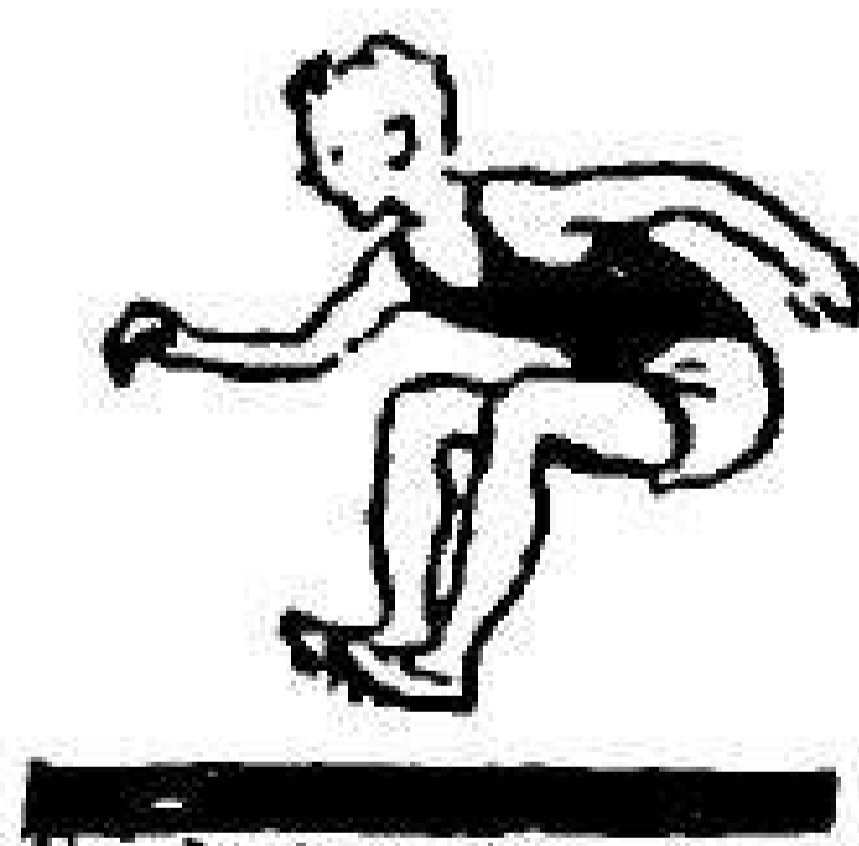
international [ˌɪntəˈræʃənəl], **bronze** [brɒnz], **medal** [ˈmedl], **distance** [ˈdɪstəns], **active** [ˈæktɪv], **tennis**, **basket-ball**, **volley-ball**, **goal**, **partner**, **stadium** [ˈsteɪdʒəm], **opponent** [əˈpɒnənt], **organize** [ˈɔːgənaɪz], **athletics** [æθˈletɪks], **gymnastics** [dʒɪmˈnæstɪks].

If you guessed the meaning of the words, name the games, the place for games, a player in a game.

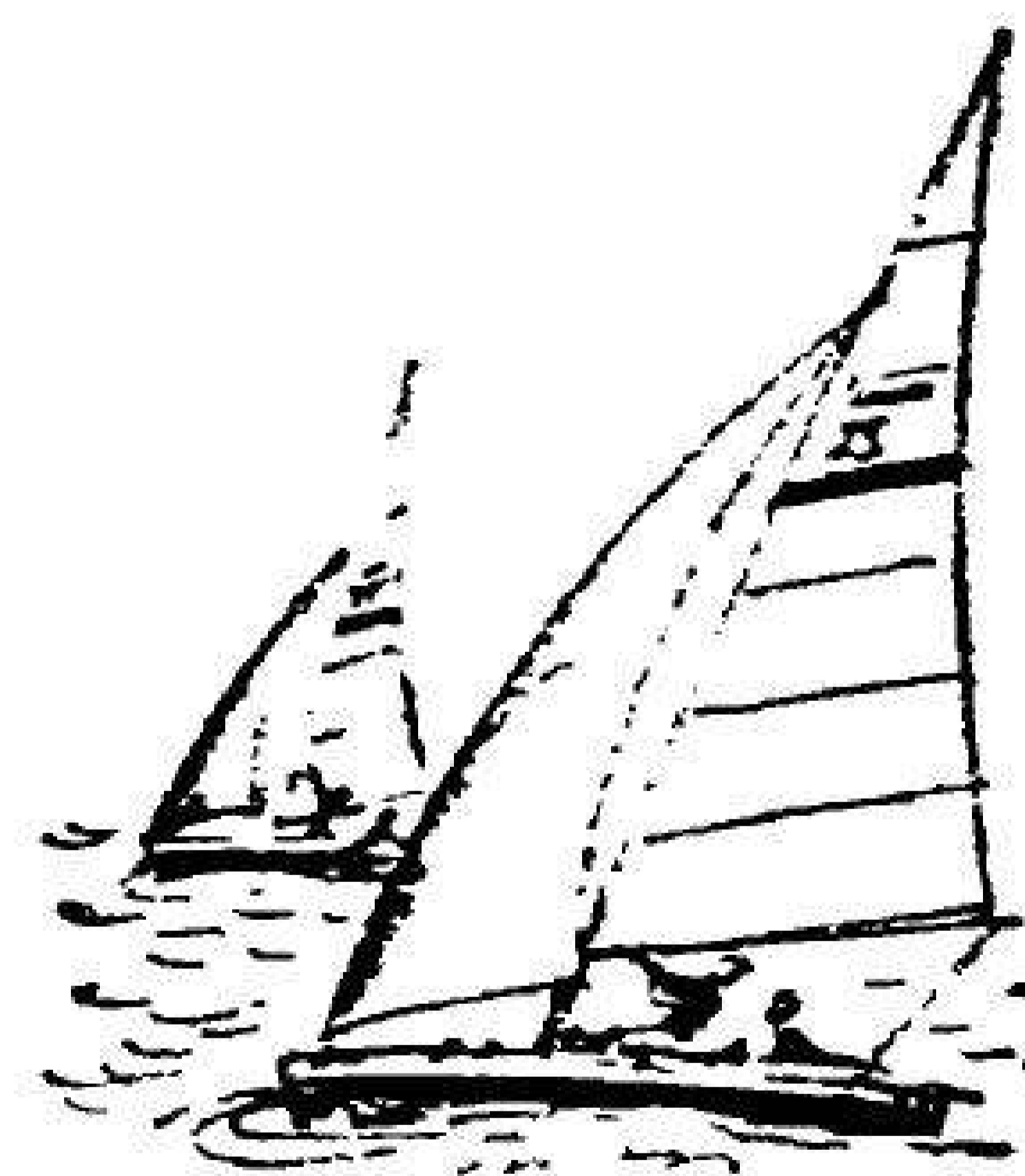
IV. Look at the pictures and read the names of sports.



running



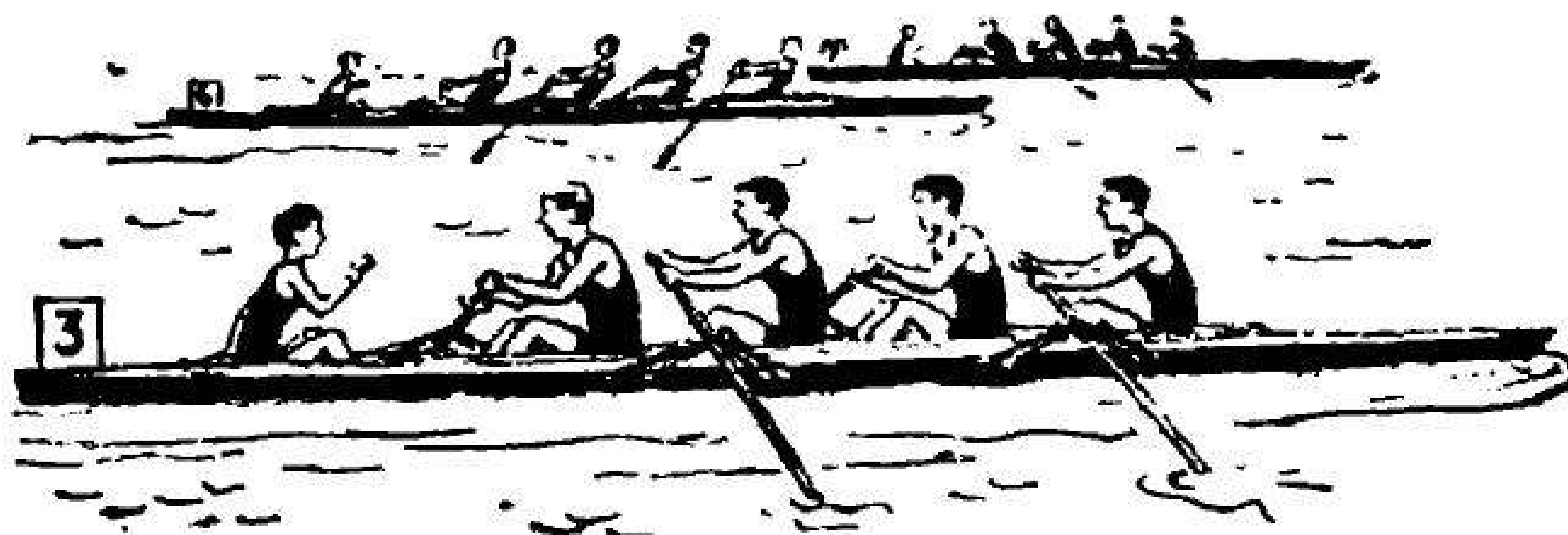
jumping



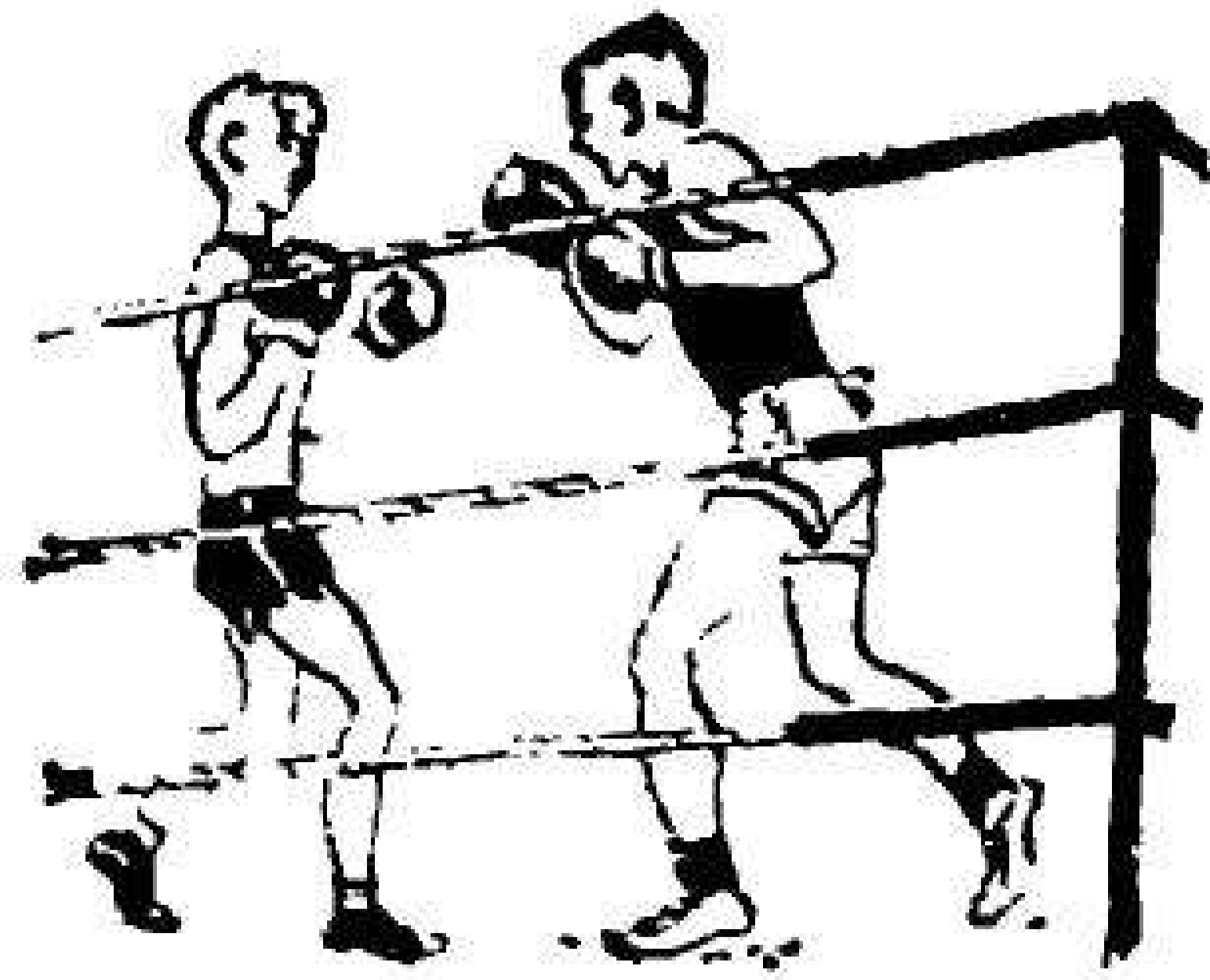
yachting [ˈjɒtɪŋ]



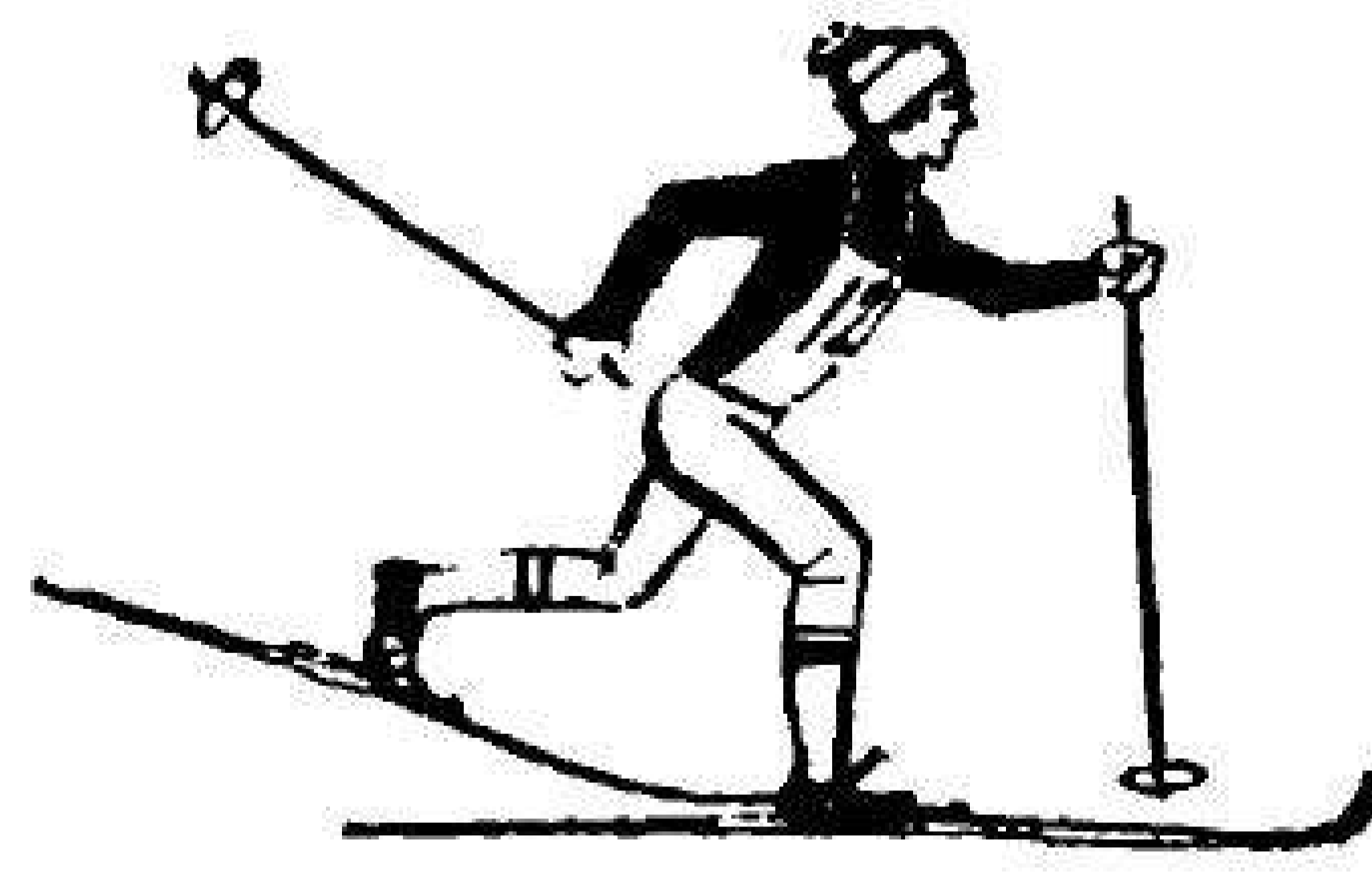
swimming



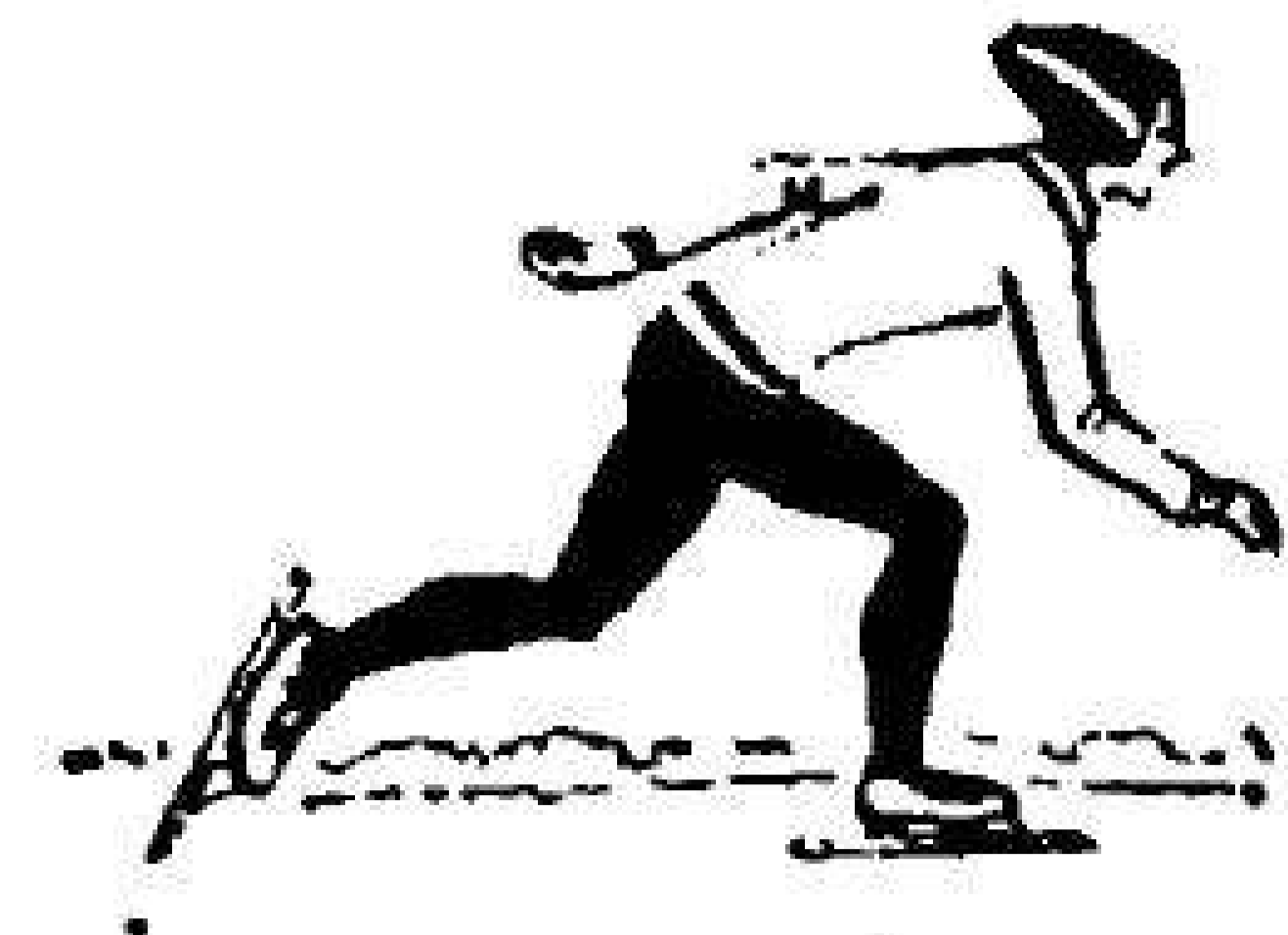
rowing



boxing



skiing



skating

Say for what sport: 1) we need water; 2) we need ice; 3) we need snow; 4) we don't need a stadium; 5) we need gloves; 6) we need nothing but our own legs.

B e g i n: *We need water for . . .*

V. a) Read with the teacher and study the use of the new words.

fond, be fond, **be fond of**; I am fond of sport. Mike is fond of yachting. What are you fond of, Pete?

kind, a kind of sport; What kind of sport do you prefer?

comprise; 'Comprise' is the synonym of 'consist of'. Outdoor games comprise: volley-ball, tennis, football and others.

such; I never say such words.

gold, a gold medal, a gold watch; Soviet sportsmen won a lot of gold medals at the World Student Games.

silver, a silver medal, a silver spoon; On my birthday I have got a silver spoon from Grandmother.

high, a high building, a high tower, **long and high jumps**; The boy is good at high jumps.

representative; representatives; The representatives from the Soviet Union were in Montreal for the Olympic Games, too.

score, make a score in a game; His score was 5 to 1.

devote, **devoted**; a devoted friend; This student devotes all his time to study. Don't devote too much time to games. Nick is my devoted friend.

sure, **be sure**; surely; I am sure he will come in time. Mary was sure of that. Surely the north wind will stop in a day or two.

try, tried; Try to guess the meaning of this word. He tried to get there on foot.

during, during the day, during my summer holidays; The sun gives us light during the day. He was in town during his winter holidays.

b) Read Ex. V a) and copy out the new words.

VI. a) Read, copy and remember:

swim—swam—swum

choose—chose—chosen

win—won—won

b) Choose the right form of the verb.

1. Why is your hair wet? It is wet because I have just (*swam, swum*) in the river. 2. What team (*win, won*) yesterday? 3. We have (*chose, chosen*) this pair of shoes. 4. (*Choose, chose*) any cup you like. 5. Does this team often (*win, won*)? 6. Could Mike (*swim, swam*) last year? 7. Yesterday Ann (*swam, swum*) for two hours. 8. The child (*chose, chosen*) the biggest piece of cake.

VII. Write the three forms of the verbs

Lose, win, be, choose, try, give, take, put, swim, know, think, bring, buy, send, spend.

VIII. Form the new words by adding *-er* and translate them. (Don't forget to double *n* and *m* before adding *-er*.)

For example: organize — организовывать; *organizer* — организатор

Jump, box, row, run, swim, play.

IX. Read the following words and say what words form each of them.

Sportsman, yachtsman, boatman, football, classroom, sunlight, tea-spoon.

X. Form the new words by adding *-ing*.

For example: swim — плавать; *swimming* — плавание
yacht — яхта; *yachting* — парусный спорт

Row, jump, skate, ski, motor-cycle, boat, run, read, listen, dance, sing, play, box.

XI. a) Make up sentences which correspond to real situations.

I			swimming in warm water (boating in summer, motor-cycling, yachting, listening to old songs, dancing, playing outdoor games, travelling, reading modern literature, collecting books).
My friend	am	fond	
Ann	is	of	
We	are		

b) Write 5 sentences on the table.

XII. Complete the following sentences.

For example: ... is a kind of summer sport.—*Boating is a kind of summer sport.*

1. ... is a kind of winter sport. 2. ... is a kind of sport for men. 3. ... is a kind of summer sport. 4. ... is a kind of sport which is pleasant for everyone. 5. Athletics comprises such kinds of sports as ... 6. Winter sports comprise such kinds of sports as ...

XIII. a) Read and study the meaning of the words.

take $\left\{ \begin{array}{l} \text{part} = \text{take part in something} \\ \text{place} = \text{take place somewhere} \\ \text{care} = \text{take care of somebody or something} \end{array} \right.$

Soviet sportsmen always **take part** in Olympic Games. In 1980 the Olympic Games **took place** in Moscow. The Soviet Government **takes care** of physical training of young people.

b) Use **take part**, **take place**, **take care** in the sentences.

1. Who will . . . in this trip? 2. Where did the football match . . . ? 3. Who . . . of the child? 4. The Olympic Games . . . in Canada. 5. He does not want to . . . in this game. 6. Two of our boys . . . in the championship last year. 7. The horse-races will . . . in Moscow next month. 8. The woman is old and she can't . . . of herself. 9. When I was a child my grandmother . . . of me. 10. Do you know when the football match will . . . ?

XIV. Arrange in pairs of opposites.

Forget, partner, win a game, remember, lose a game, opponent, send, die, receive, be born.

XV. Fill **was born**, **partners**, **receive**, **died**, **send**, **remembers**, **won the game**, **forgets**, **lose games** in:

1. The old woman never . . . where her eye-glasses are. She puts them somewhere and . . . about it. 2. Rodnina and Zaitsev were good 3. 'Spartak' . . . last Friday. 4. The players of this team often . . . , because not all of them can play very well. 5. A. S. Pushkin . . . in 1799 and . . . in 1837. 6. He liked both to . . . and . . . letters.

XVI. a) Make up as many sentences as possible.

I			that Tom will jump the highest.
Bob	am		that the village will be richer next year.
She	is	sure	the doctor has gone to town.
They	are		the opponents will lose the game.
We			Ann will win a silver medal.
			the Soviet skaters have won gold medals.
			this team has lost the game.
			Pete will run for a long distance.
			the team of our town will take part in this football match.
			the weather will be fine tomorrow.
			that Igor is a devoted friend.
			these children devote too much time to games.

b) Write 3—5 sentences on the table.

- © XVII. 1. Listen to the text with the books closed and answer the teacher's questions.
 2. Listen to the text and read it in a whisper after the speaker.
 3. Read the text aloud.

SPORTS AND GAMES

We are sure you are all interested in sport. Many of you certainly play such games as volley-ball or football, basketball or tennis. People who play a game are players. Players form teams and play matches with other teams—their opponents. Two players playing with each other are partners. Each team can lose or win. In a football match players try to score as many goals as they can.

Most matches take place in large stadiums.

Athletics is the most popular sport. People call it 'the queen of all sports'. It comprises such kinds of sports as: running (for different distances), jumping (long and high jumps) and others.

From time to time international championships and races (horse-races, motor-races, cycle-races) take place. Representatives of various countries can win a gold, silver or bronze medal. Such great championships in sport are organized every four years and we call them Olympic Games. Only the best may take part in them.

There are so many kinds of sports, such as cycling, swimming, gymnastics, boxing, skating, skiing, rowing, yachting and many more in which you can take an active part or just be a devoted fan.

Everybody may choose the sport he (or she) is fond of or interested in.

4. Read the text 'Sports and Games' and find in it: 1) names of games; 2) names of sports; 3) what are players; 4) what are partners; 5) what are opponents; 6) where matches usually take place; 7) what people call 'the queen of all sports'; 8) what takes place from time to time; 9) what representatives of various countries can win; 10) what Olympic Games are; 11) who may take part in Olympic Games; 12) what everybody may choose.

XVIII. Answer the questions:

1. What kinds of sports are you interested in?
2. What kinds of sports are you fond of?
3. What sportsmen do you know?
4. What are they famous for?
5. What do you know about Olympic Games?

XIX. Say what kind of sports you are fond of, whether you go in for any kind of sports and give the names of the famous sportsmen you know.

B e g i n: I think all kinds of sports are good, but I am fond of . . .

- ⊙ XX. 1. Listen to dialogue 30 and then repeat it after the speaker.

DIALOGUE 30

A: Where are you going, I'd like to know?

¹
B: To the stadium.

A: What for?

²
B: To play football a little. Will you go with me?

A: I'm sorry but I can't. I'm busy now.

B: It's a pity.¹ Good-bye, then.

A: Good-bye.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the phrases in bold type with those given in columns:

¹
To the shop.
To the post-office.
To the library.

²
To buy some bread.
To send a letter.
To take some books.

5. Make up a dialogue of your own (work in pairs).

Read and learn proverb.

Speech is silver, but silence is gold. — Слово — серебро, молчание — золото.

Supplementary Reader: 'Sports and Games', 'The 1980 Olympics', '100 Years of Football'

V o c a b u l a r y

active активный
athletics* атлетика
basket-ball баскетбол
boxing бокс (*спорт*)
bronze бронза; бронзовый
championship чемпионат
chocolate шоколад
choose (chose, chosen) выбирать
comprise включать
devote посвящать (себя)
devoted преданный; увлекающийся
distance дистанция; расстояние
during в течение, во время
fond любящий
be fond of увлекаться

form образовывать, составлять
from time to time время от времени
goal гол; цель
gold золото; золотой
gymnastics* гимнастика
high высокий
long and high jumps прыжки в длину и высоту
international интернациональный, международный
jump прыгать; прыжок
jumping прыганье
kind вид
medal* медаль
opponent противник, оппонент

¹ It's a pity. — Жаль.

organize организовывать
 be organized быть организо-
 ванным
 partner партнер
 race* состязание; гонки
 representative представитель
 row грести
 rowing гребля
 running бег
 score* счет очков (в спортивных
 играх)
 silver серебро; серебряный
 stadium стадион
 such такой

sure уверенный
 be sure быть уверенным
 swim (swam, swum) плавать
 swimming плавание
 take care of заботиться о
 take part in принимать участие в
 take place состояться, иметь
 место
 tennis теннис
 try пытаться, пробовать
 volley-ball волейбол
 win (won) выигрывать
 yacht плавать на яхте
 yachting яхтенный спорт

Lesson Thirty-Six

36

The Thirty-Sixth Lesson

The cup is broken by Jane.
 Is the cup broken by Jane?
 Yes, it is. No, it isn't.
 The cup is not broken by Jane.
 (с. 345)

I. Give the three forms of the following verbs.

Read, write, do, hear, bring, buy, catch, give, take, drink, eat, speak, tell, say, sing, know, send, spend, sleep, shut, lose, leave, break, show, put.

II. Read and translate the sentences.

For example: a) The work is finished.— *Работа окончена.*

1. The letter is written with a pen. 2. The book is translated.
 3. A lot of books are printed in our country every year. 4. These things are bought there.

b) The book is read by Ann.— *Книга читается Аней.*

1. The newspapers are read by everybody. 2. The cup is broken by Jane. 3. The picture is bought by Pete.

c) The doctor is usually sent for.— *За доктором обычно посылают.*

1. This pupil is much spoken about. 2. They are invited to dinner. 3. English is spoken at the lessons.

d) It is said that he is a good pupil.— *Говорят, что он хороший ученик.*

1. It is known that there are sixty minutes in an hour. 2. It is said that he is a good writer.

III. a) Make up as many sentences as you can.

1. A plate of soup A cup of coffee A box of sweets A gold watch Two books	is are	given to the child. brought by Nick. taken by Ann. left there.
2. Is	the book the newspaper the letter	sent to him? brought here? taken by Mike? read by Helen? printed in this town?
3. A lot of books The letter	is are	read by Mike. written in this country. brought here. translated. sent there. printed every year.
4. Is Are	the letters the book	written by them? sent to the office? given to you? taken from the table? read by your sister?
5. The table The cupboard The chairs The wardrobe The stools	isn't aren't	brought here. bought by Father. broken by them. left there. taken by him.

b) Write 3 sentences on each of the tables.

IV. Ask if it is so.

For example: The letter is written by Mike.— *Is the letter written by Mike?*

1. The books are printed in Moscow. 2. The newspapers are read by everybody. 3. The exercise-book is left at home. 4. The weather is often changed in this part of the country. 5. Nelly

is often asked at the lesson. 6. Bob is invited to dinner. 7. The driver is found near the bus. 8. The letters are brought by the postman. 9. The pupils are sent for. 10. The first English book is printed by Caxton.

V. Disagree with the following statements and add some more information.

For example: The pen is made in Italy.— *The pen is not made in Italy. It is made in France.*

1. The work is done by the students. 2. The children are taken to the cinema. 3. The room is aired. 4. The books are put in order. 5. The table is cleaned. 6. These lorries are made in this country. 7. The vet is sent for. 8. Agronomists are needed on the farm. 9. The door is shut. 10. The window is opened.

VI. Answer the questions:

1. Are you often invited to the stadium?
2. Is your bag taken away?
3. Are the letters brought in time by your postman?
4. Is your day's work finished?
5. Is your pencil broken?

VII. Give the opposite to the following.

1. This letter is lost. 2. The plate is taken away. 3. The books are printed. 4. The blackboard is cleaned. 5. The windows are shut.

VIII. Ask your classmates 'where', 'when' and 'why' questions to get information.

For example: The book is translated.— *Where is the book translated? When is the book translated? Why is the book translated?*

1. The letter is sent. 2. The exercises are written. 3. The skis are bought. 4. The work is finished. 5. The new dress is bought. 6. The chair is brought. 7. The book is printed. 8. A cup of coffee is brought. 9. Breakfast was cooked. 10. A TV set was broken.

IX. Answer 'tail' questions.

For example: The book is read, isn't it?—*Yes, it is.*
They are not asked at every lesson, are they?—*No, they are not.*

1. The work is done, isn't it? 2. The exercises are written, aren't they? 3. The weather is changed, isn't it? 4. The books aren't printed, are they? 5. The pen isn't left at home, is it? 6. These cars are made in Gorky, aren't they? 7. Porridge isn't cooked by Jane, is it? 8. A cup of coffee is brought for you, isn't it? 9. The children aren't taken to the cinema, are they? 10. Soup is followed by fish, isn't it?

X. Complete 'tail' questions.

F o r e x a m p l e: A cup of tea is brought for you, . . . ?—
A cup of tea is brought for you, isn't it?
The pencil isn't broken, . . . ?—*The pencil isn't broken, is it?*

1. The pen is broken, . . . ? 2. The window isn't opened, . . . ? 3. Salad is put on the plates, . . . ? 4. Pudding isn't eaten, . . . ? 5. Soup is cooked by Helen, . . . ? 6. Those cars are made in France, . . . ? 7. These dresses aren't bought in this shop, . . . ? 8. They are invited to dinner, . . . ? 9. This letter is lost, . . . ? 10. His day's work isn't finished, . . . ?

XI. Say that the following requests are carried out.

F o r e x a m p l e: Clean the blackboard, please.—*But it is cleaned.*
Shut the windows, please.—*But they are shut.*

1. Give him your book, please. 2. Ask him a question, please. 3. Finish your work, please. 4. Write this exercise, please. 5. Translate these words, please. 6. Shut the door, please. 7. Open the window, please. 8. Bring your exercise-books, please. 9. Tell him to come, please. 10. Read the text, please.

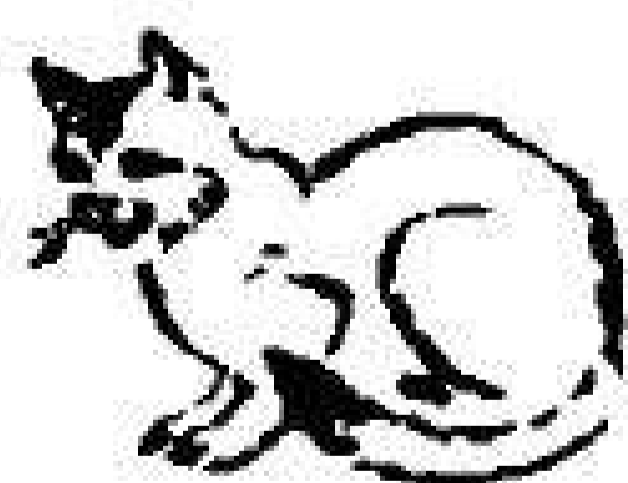
XII. Ask why the following actions aren't done.

F o r e x a m p l e: This work isn't finished.—*Why isn't it finished?*
The newspapers aren't brought.—*Why aren't they brought?*

1. The blackboard isn't cleaned. 2. The books aren't printed. 3. The door isn't shut. 4. The window isn't opened. 5. A cup of coffee isn't brought. 6. Tom isn't asked. 7. They aren't invited to dinner. 8. The text isn't read. 9. The exercise-books aren't brought. 10. The vet isn't sent for.

XIII. a) Look at the pictures and read.

Animals



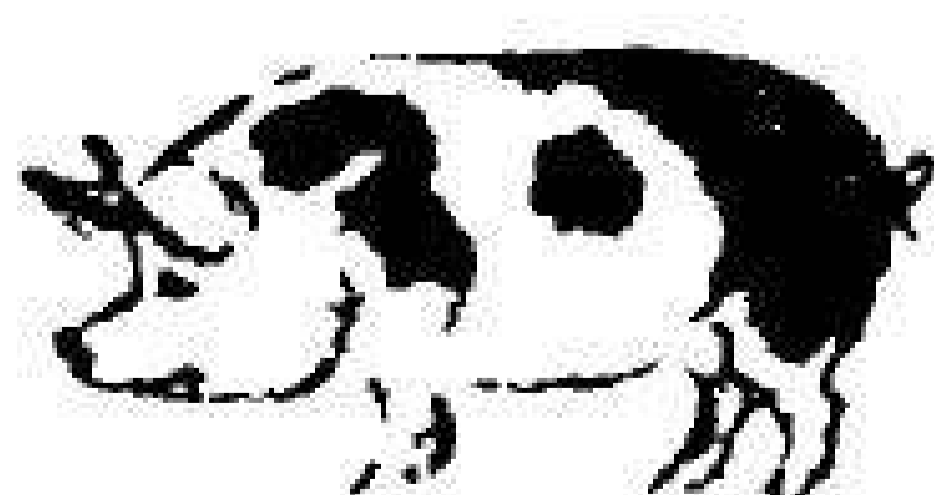
a cat



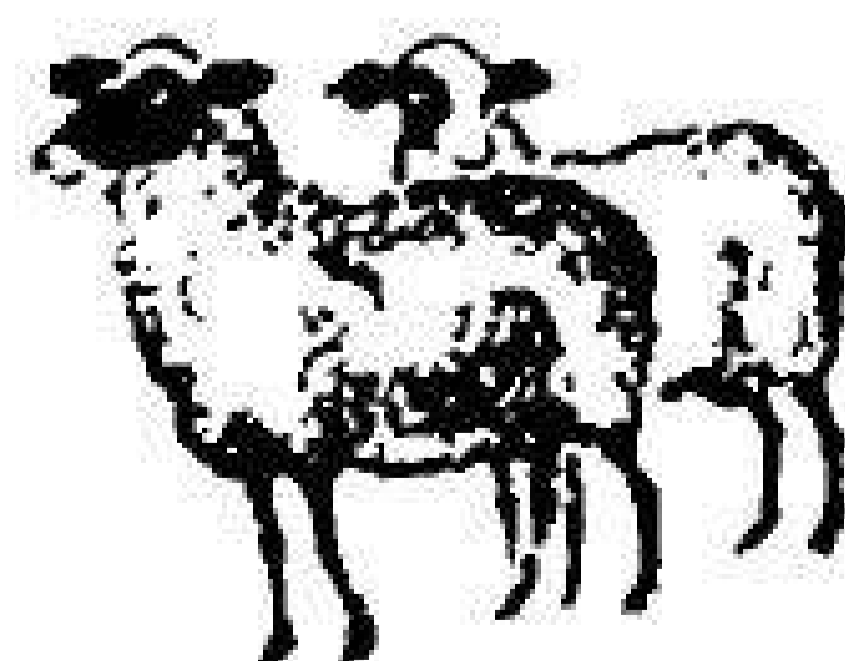
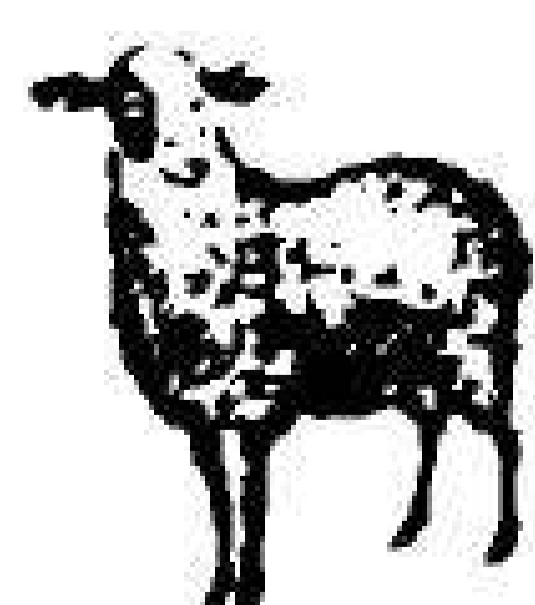
a dog



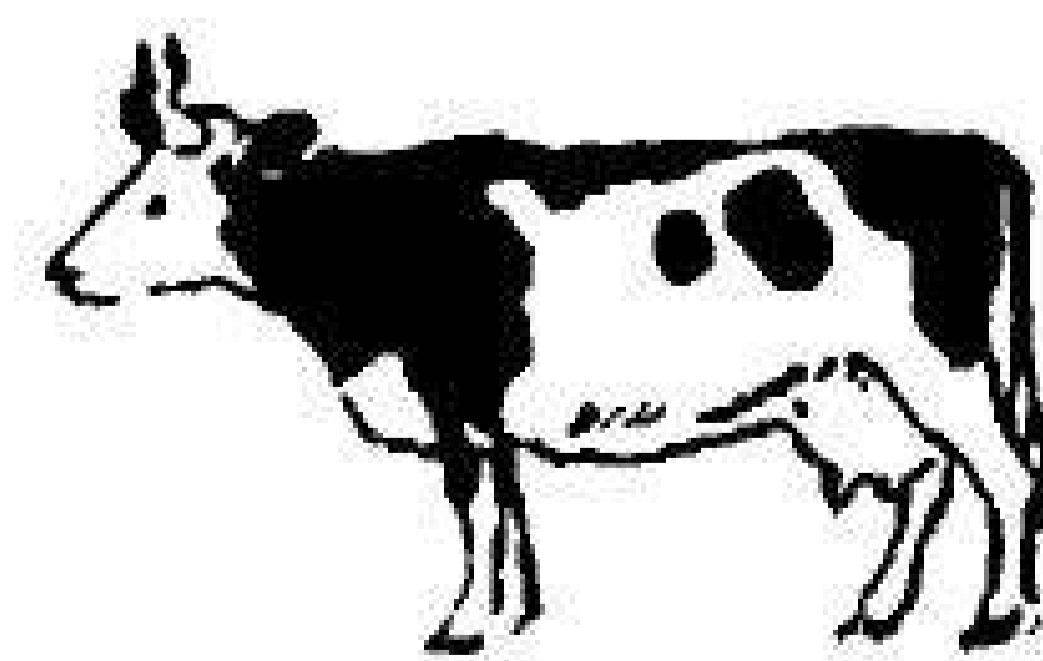
a goat



a pig



a sheep (sheep)

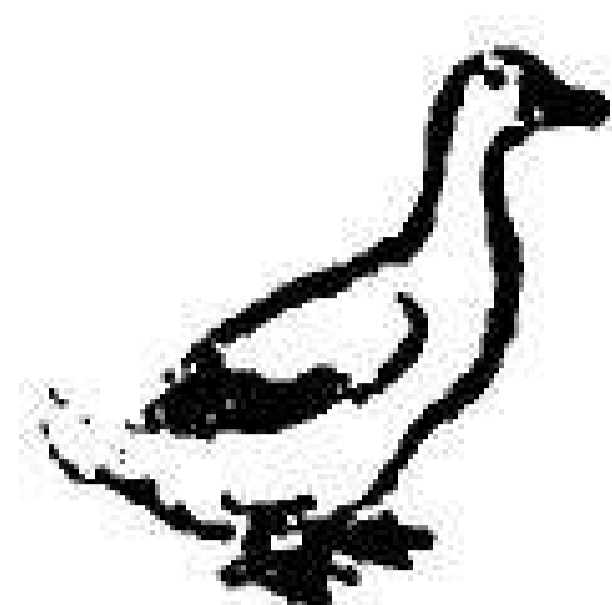


a cow

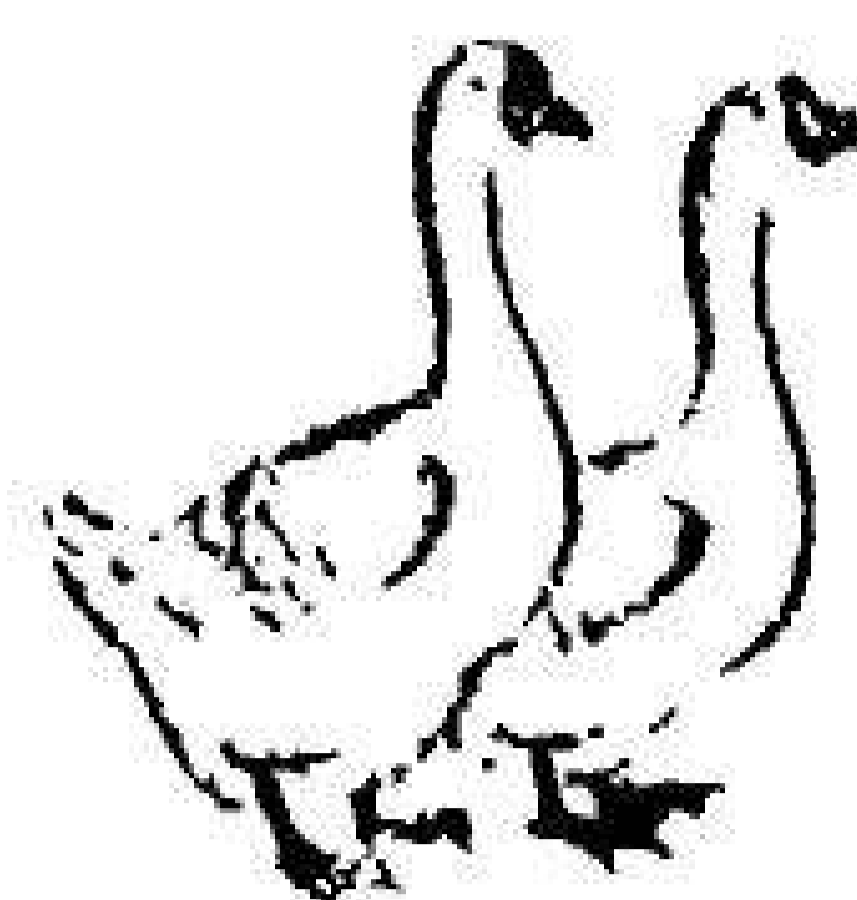
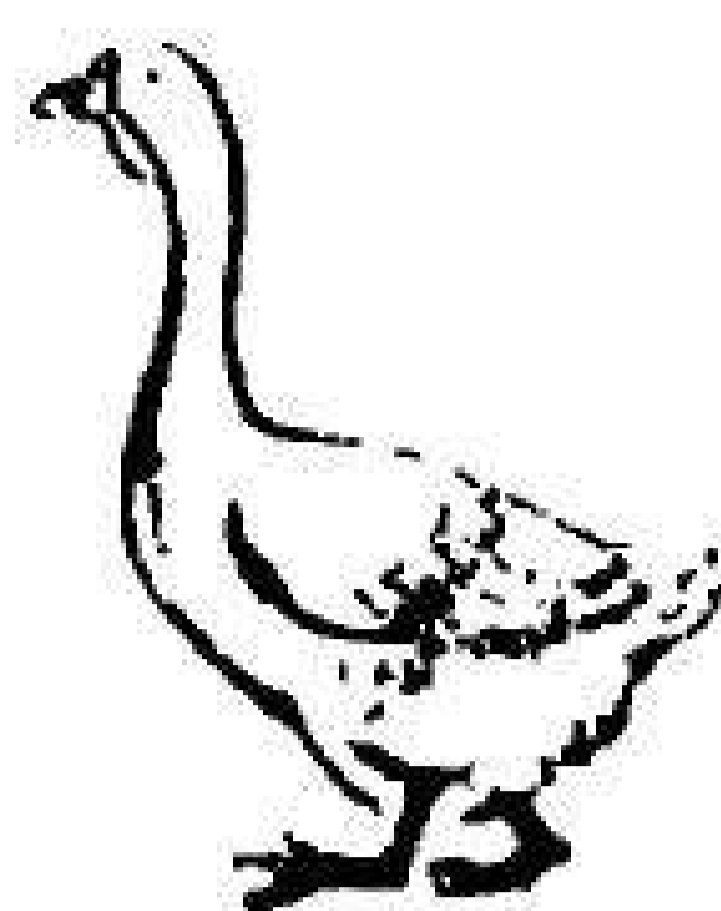


a rabbit

Birds



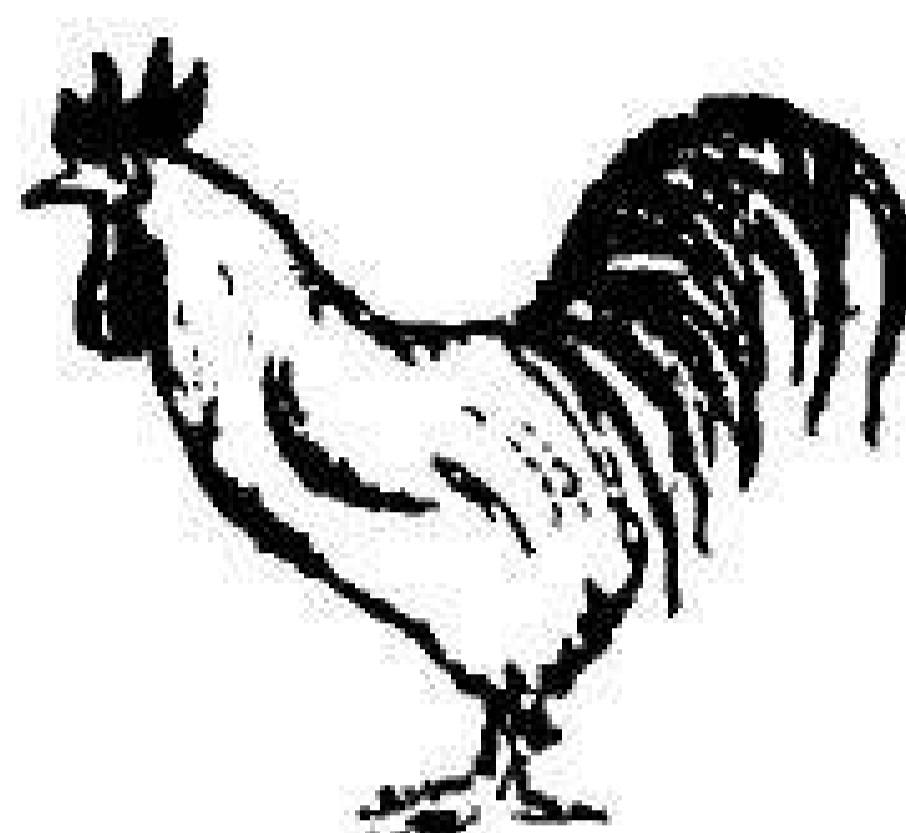
a duck



a goose (geese)



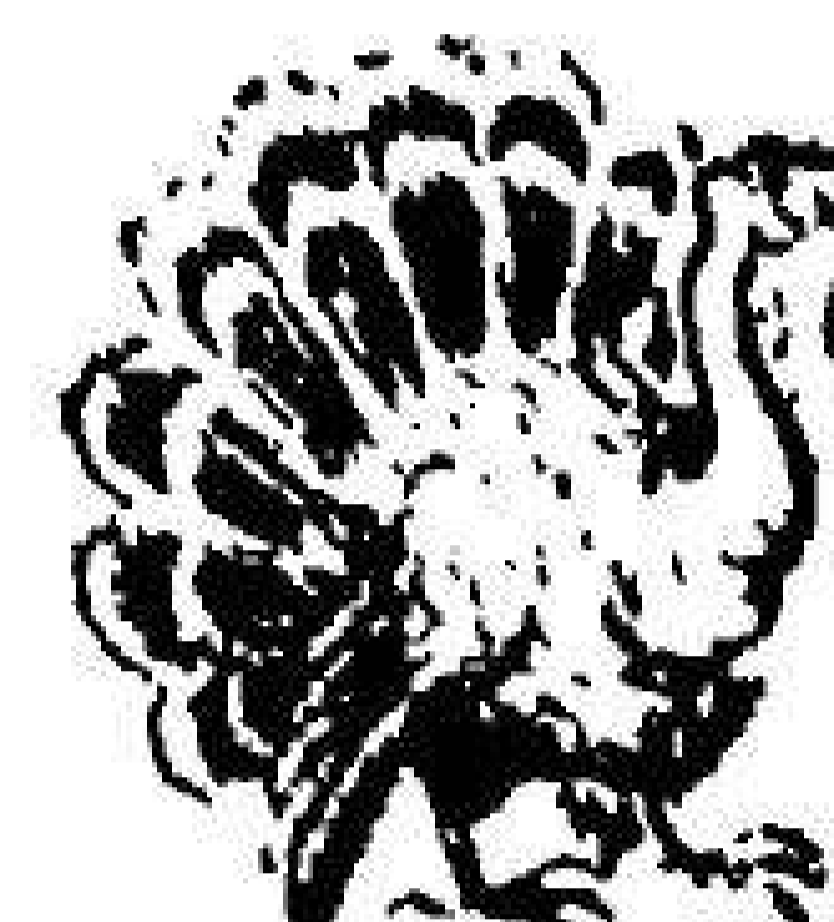
a hen



a cock



a chicken



a turkey

Insects



a bee



a fly

- b) Say: 1) what animals you can see in the pictures; 2) what birds you can see in the pictures; 3) what insects you can see in the pictures; 4) what animals give us milk; 5) what animals give us meat; 6) what animals give us fat; 7) what birds give us eggs.

XIV. Choose the necessary word.

1. . . . can run fast (*a cow, a rabbit*). 2. It is said that . . . is a friend of man (*a dog, a sheep*). 3. Animals can't fly, but . . . can fly (*birds, insects, a cat*). 4. It is known that . . . is larger than a duck (*a goose, a bee*). 5. The fattest animals that you can see in the pictures are . . . (*flies, pigs*).

XV. a) Read with the teacher and study the use of the new words.

grown-up, grown-ups; A grown-up is one who is not a child.

This book is written for grown-ups.

be bored; I'm bored. Let's go to the club.

gather, gathered, gather flowers, gather fruit, gather books, gather information; Do you like to gather flowers? The clouds are gathering: it will rain.

quite, quite right, quite well; You are quite right. It's quite all right. The work is not quite finished. It's quite cold this morning.

valley, valleys; The valley is beautiful with flowers and green grass.

orchard, orchards; An orchard is a piece of ground where there are fruit-trees. Have you any orchard on your state (collective) farm? Yes, we have a large orchard.

story, stories, short story; Chekhov is a well-known short story writer.

wrong, wrong answer, wrong way; It was wrong of you to do that. He is wrong, isn't he? We got into the wrong train. You are doing it in the wrong way.

baby, babies; Baby is a very young child. 'Baby' means 'a very small thing', too.

develop, developed; What can we do to develop our state farm? Fresh air and exercise develop the bodies.

development; What are the latest developments?

feed (fed, fed); Cows, sheep, goats feed on grass. Have you fed the chickens, Ann? A feed is a meal of animals. There isn't enough feed left for the horses.

flow, flowed; The river flows through the valley. The flow of this river is fast.

hill, high hill, large hill; They went up this high hill. The travellers saw many hills on their way.

mountain; Mountain is a very high hill. Everest is the highest mountain in the world.

honey; This child likes honey very much, because it is sweet. Do bees gather honey?

kill, killed; Animals are killed for food. The frost killed those beautiful flowers.

insect; Flies and bees are called insects.

tired, be tired; I am tired. The child was tired of the long walk. Zina was tired to do the same things day after day.

b) Read Ex. XV a) and write out any sentence to illustrate the use of each word. Underline the new words.

XVI. Read the words and guess what each of them means:

colony ['kɒləni], **jelly** ['dʒeli], **nectar** ['nektə], **section** ['sekʃən], **throne** [θroun].

XVII. Read the words following the rules of reading.

[ɪ]	[ʌ]	[æ]	[e]	[kw]
distance	bus	active	tennis	queen
swim	such	champ on	representative	quarter
simple	cup	jam	splendid	question
simply	butter	hat	hen	quite
hill	hungry	gather	cell	
kill	supper	valley	nectar	
pig	duck	cabbage	jelly	
insect	shut	rabbit	centre	
chicken		cat	every	

XVIII. 1. The word **free** means «свободный». If you add **-dom**, you will have **freedom** — «свобода» Read and translate the following words.

Kingdom, boredom.

2. Form adjectives from the nouns.

For example: wind — ветер; *windy* — *ветренный*

Rain, snow, salt, sun, hill, juice.

3. Read and translate the phrases.

Sunny day, rainy season, snowy weather, windy weather, hilly country.

4. Form adjectives from the following words with **un-** and translate them into Russian. (Remember that the new adjectives will have the opposite meaning.)

For example: known — известный; *unknown* — *неизвестный*

Interesting, pleasant, dressed, happy, usual.

XIX. Fill **died**, **honey**, **wrong**, **flows**, **hill**, **story**, **quite**, **bored**, **tired**, **fed**, **bees**, **gathered** in:

1. "Your answer is . . . ," said the teacher to Mike. 2. . . . is sweet. 3. Who . . . flowers in the field yesterday? 4. Are you sure that Boris is . . . ? Yes, I am. He did not want to go anywhere. 5. Nectar is gathered by 6. Tolstoy, a great Russian writer, . . . in 1910. 7. There is a large . . . near our village. 8. This river . . . fast. I am afraid to swim in it. 9. I am . . . of his visit. He talked so much. 10. How are you? I am . . . well. 11. Have you . . . the dog? Not yet. 12. O. Henry is an American short . . . writer.

XX. Read the sentences and say what part of speech the word in bold type is. Translate the sentences.

1. Animals cannot live without **water**. We **water** vegetable beds every day. 2. This is a nice **place**. **Place** your books on that shelf, Boris. 3. **Milk** is necessary for children and grown-ups. Can you **milk** a cow, Zina? Yes, I can. I often **milk** our cow when Mother is away. 4. They always **show** their orchard to the visitors. There was a flower-**show** in our town last autumn. 5. We need fresh **air**. Open the window and **air** the room, Nina. 6. What is your father's **name**? The biggest library in Moscow is **named** after V. I. Lenin.

⊙ XXI. 1. Listen to dialogue 31 and then repeat it after the speaker.

DIALOGUE 31

A: I'm **bored**. I'd like to go somewhere.
B: Where would you like to go?

A: Anywhere.

B: Would you like to go to the cinema?

A: I certainly would

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the phrases in bold type with those given in columns:

1	2
I'm tired.	to the theatre
I'm not busy today.	to the museum
I'm free today.	to the shop

5. Make up a dialogue and reproduce it in pairs.

⊙ XXII. 1. Listen to dialogue 32 and then repeat it after the speaker.

DIALOGUE 32

1
A: I'm tired. I'd like to have a rest.

B: Where would you like to go?

A: Anywhere.

2
B: Would Abramtsevo do?

A: It certainly would.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4** Replace the phrases in bold type with those given in columns:

1	2
I'm bored.	Volodino
I'm not busy.	Verbilky
I'm sorry.	Kozhukhovo

5. Make up a dialogue and reproduce it in pairs.

XVIII. 1. Read the text 'The State Farm in Chefirovka' and write out the sentences with the words: quite, kill, colony, grown-up, sheep.

THE STATE FARM IN CHEFIROVKA

Oleg Rodin is a worker of the state farm. He has a big family. They live in Chefirovka not far from Tula. Chefirovka is a section of a state farm. The state farm workers of this section feed cows, pigs, sheep and goats. You can also see a lot of ducks, geese, turkeys, hens and cocks in the village.

Oleg Rodin has a big house and an orchard in which there are many fruit-trees. The house stands on one of the hills. Between the hills there is a valley. A small river flows through the valley.

But the most interesting thing is Oleg Rodin's bees. He knows a lot about bees and he can tell you an interesting story about their life.

Bees live in colonies. Each colony of bees has only one queen. One queen is enough for the colony. If more than one queen is left alive swarming will not take place.

It is said about a bee:

"It gathers honey all the day,
From every opening flower."

That is all wrong. Bees don't gather honey. None of the 10,000 different kinds of bees gathers honey. What they do gather is nectar, which is something quite different.

This story you can hear from Oleg Rodin, the state farm worker of Chefirovka.

Chefirovka is a village where one of the daughters of the famous Russian writer L. Tolstoy lived. There are still some people who met the writer and talked to him.

2. Read the text and prove: 1) Oleg Rodin knows a lot about bees; 2) bees do not gather honey.
3. Say a few words about: 1) the state farm in Chefirovka; 2) Oleg Rodin's story about bees.

XXIV. Speak about any state farm you know. Say: 1) where it is; 2) whether it is large; 3) what the workers of the state farm do there in summer and in winter.

Read, translate and remember the English sayings:

1. What's done cannot be undone.
2. Lost time is never found again.

Supplementary Reader: 'Those Evening Bells' by Thomas Moore

V o c a b u l a r y

alive* живой	dog собака
animal животное	duck утка
baby ребенок, младенец; не- большой	feed (fed, fed) кормить(ся), пи- тать(ся); корм
bird птица	flow течь, литься; течение, по- ток
bore скучное занятие	fly муха
be bored скучать	gather собирать
bee пчела	goat козел; коза
cat кот; кошка	goose (geese) гусь (гуси)
chicken цыпленок	grown-up взрослый
cock петух	hen курица
colony колония	hill холм
cow корова	honey мед
develop развивать(ся)	insect насекомое
development развитие	

kill убивать
mountain гора
nectar* нектар
orchard фруктовый сад
pig свинья
queen матка (*у пчел*)
quite совсем, вполне
rabbit кролик
section часть, отделение

(a) sheep (sheep) овца (овцы)
story рассказ
swarm* роиться; толпиться;
рой; стая; толпа
tire уставать
be tired быть уставшим
turkey* индейка
valley долина
wrong неправильный

Lesson Thirty-Seven **37** The Thirty-Seventh Lesson

The text was read by them yesterday.
Was the text read by them yesterday?
Yes, it was. No, it wasn't.
The text was not read by them yesterday.
(с. 345)

I. Read and translate the following sentences.

For example: a) She was asked to come in time.— *Ее просили прийти вовремя.*

1. The vet was sent for. 2. The cows, horses and sheep were fed in time. 3. The cat was left at home. 4. The dog was seen near the hen-house. 5. Chickens were fried for dinner. 6. The poor rabbit was killed. 7. The goat was milked half an hour ago. 8. The turkey was brought and put on the table. 9. Geese and ducks were placed quite near the river on the farm.

b) They were dressed in grey.— *Они были одеты в серое.*

1. The house was built last year. 2. The letter was received by them yesterday. 3. A lot of books were printed last year. 4. These words were taken from the book. 5. He was heard of no more. 6. The letter was written with a pen.

c) The text was read by them yesterday.— *Текст читался ими вчера.*

1. The child was taken care of. 2. Some noise was heard in the street. 3. The book was translated by them. 4. These things were bought there.

II. a) Make up as many sentences as you can.

<p>1. A book A pen Exercise- books These newspapers</p>	<p>was were</p>	<p>given to him yesterday. brought by Pete an hour ago. taken by Jane last night. left by the postman.</p>
<p>2. Was Were</p>	<p>a cup of coffee a glass of tea a plate of soup a box of sweets the letters the books</p>	<p>brought by Andrew? given to the child? taken away? left there?</p>
<p>3. Ann He They</p>	<p>wasn't weren't</p>	<p>asked to come in time (invited to the theatre, given the books, much spoken about, sent for, shown the picture).</p>

b) Write 3 sentences on each of the tables.

III. Ask if it is so.

For example: The pen was left on the table some minutes ago.—*Was the pen left on the table some minutes ago?*

1. Nelly was invited to the cinema last night. 2. A vet was needed on the collective farm last year. 3. The children were taken care of. 4. The room was aired. 5. The table was cleaned. 6. The books were put in order. 7. The letters were received by them. 8. A bicycle was bought for Mike as a present. 9. The work was quite finished. 10. The doors were shut.

IV. Disagree with the following statements and add some more information.

For example: These books were printed in London.—
*These books were not printed in London.
They were printed in Moscow.*

1. Boris was asked to come in time. 2. The cars were made in Japan. 3. The cup was broken by Jack. 4. Nurses are needed

in the hospital. 5. The windows were shut last night. 6. The lorries were made in Gorky. 7. A new yellow dress was bought for Ann. 8. The letters were brought by the postman in time. 9. The children were taken to the theatre. 10. This film was shown last night.

V. Give the opposite to the following.

For example: A cup of coffee was brought by Jane.—
A cup of coffee was taken away by Jane.

1. The letter was found yesterday morning. 2. The windows were shut. 3. That book was sent last week. 4. The arm-chair was taken away. 5. Glasses were made there.

VI. Say that the action you are asked to do was done some time ago.

For example: Send the letter, please.—*It was sent an hour ago.*

1. Translate the text, please. 2. Finish the work, please. 3. Invite him do dinner. 4. Shut the doors, please. 5. Feed the dog, please. 6. Do these exercises. 7. Find the book, please. 8. Boil the milk.

VII. Answer the questions to correspond to real situations.

1. Was your day's work finished?
2. Were your books put on the shelf?
3. Was a new camera bought for you on Sunday?
4. Were the newspapers brought in the morning?
5. Were the animals fed?
6. Was the paper found again?
7. Were the students asked to come to the collective farm?
8. Were the plates made there?
9. Were the books printed for children?

VIII. Ask your classmates 'where', 'when' and 'why' questions to get more information.

For example: The dress was bought.—*Where was the dress bought? (In Lenin Street.) When was the dress bought? (Last week.) Why was the dress bought? (Because Zina liked it very much.)*

1. The skis are bought. 2. Tables were made. 3. The window glass was broken. 4. The airplane was seen. 5. The book was translated. 6. Porridge was brought. 7. The work was done. 8. The children were taken. 9. The pen was left. 10. A cup of tea was brought.

IX. Answer 'tail' questions.

For example: 'Poltava' was written by Pushkin in 1828, wasn't it?—*Yes, it was.*
The exercise wasn't done by Pete, was it?—*No, it wasn't.*

1. The airplanes were made in this country, weren't they?
2. The tree wasn't seen, was it? 3. A new TV set was bought by Nick's family, wasn't it? 4. Porridge wasn't cooked by Jane, was it? 5. This piece of paper was given to me, wasn't it? 6. The trousers were bought for Tom, weren't they? 7. A glass of milk wasn't brought for you, was it?

X. Ask your classmates 'tail' questions.

For example: This book was printed many years ago, . . . ?—*This book was printed many years ago, wasn't it?*
The pen wasn't left at home, . . . ?—*The pen wasn't left at home, was it?*

1. Fish was put on the plates, . . . ? 2. These motor-cycles weren't made in Izhevsk, . . . ? 3. Tom was asked at the lesson, . . . ? 4. Soup wasn't cooked by Lucy, . . . ? 5. The vet wasn't sent for, . . . ? 6. His day's work was finished, . . . ? 7. They were invited to dinner, . . . ?

XI. Say and write that the requests were carried out.

For example: Do this exercise, please.—*But it was done yesterday.*
Translate these texts.—*But they were translated.*

1. Open the window, please. 2. Finish your work. 3. Bring a cup of milk. 4. Cook dinner, please. 5. Shut the door, please. 6. Write the letter. 7. Invite them to dinner.

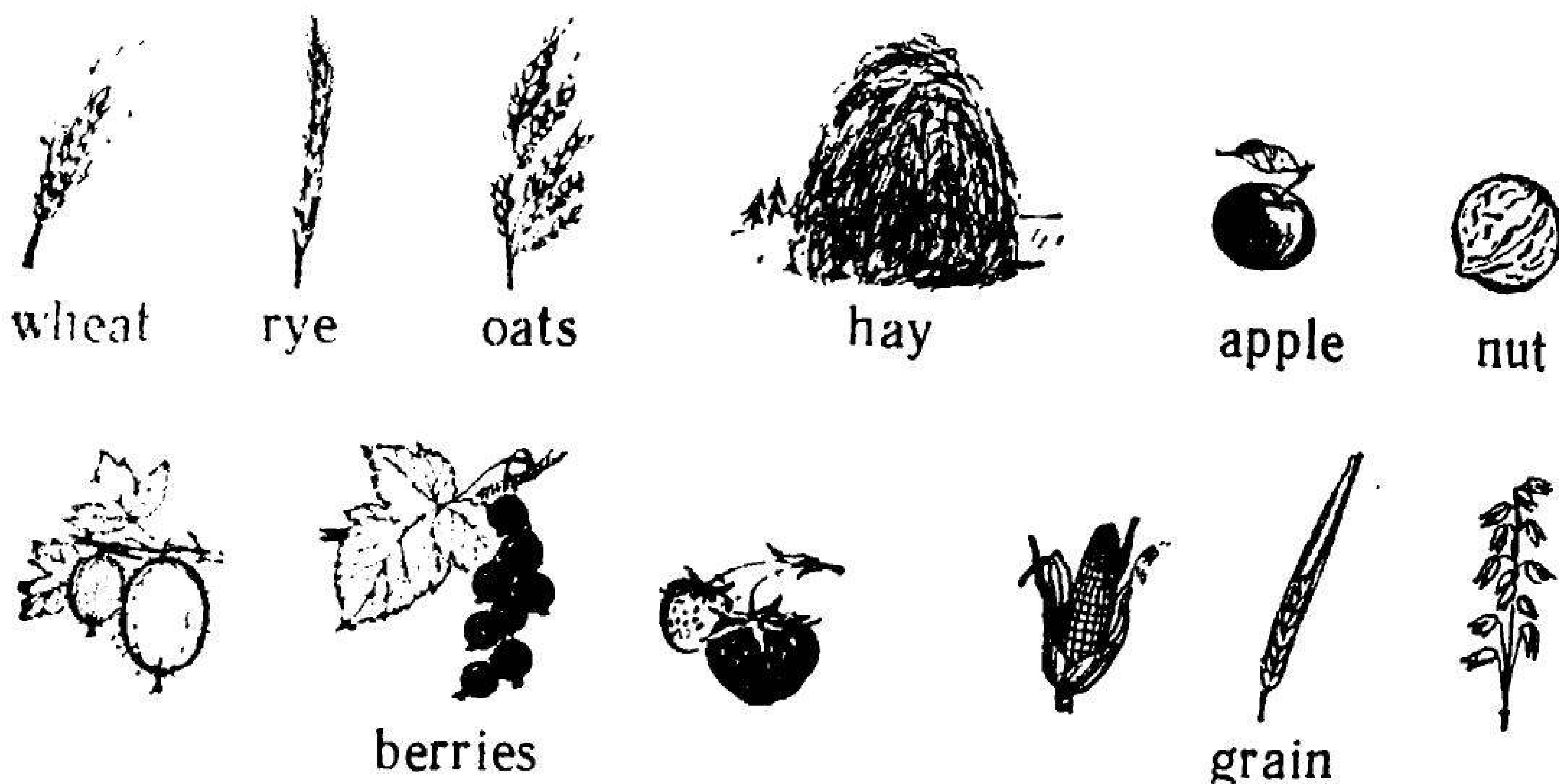
XII. Ask for your classmates to answer why the following actions weren't done.

For example: The letter wasn't sent.—*Why wasn't it sent? It wasn't sent, because he had no time to write it.*
These exercises weren't done.—*Why weren't they done? They weren't done, because I was ill.*

1. These subjects weren't taught. 2. Noise wasn't heard.
3. Pictures weren't shown. 4. A cup of milk wasn't brought.
5. The text wasn't translated. 6. His day's work wasn't finished.
7. They weren't asked. 8. Sweets weren't bought.

XIII. a) Look at the pictures and read after the teacher.

Plants



Say 1) what animals eat; 2) what people make bread of; 3) what people make jam of; 4) what people make porridge of; 5) what porridge you prefer to eat; 6) what plants given above grow everywhere; 7) what plant given above grows in the orchard; 8) what plants grow in your fields and orchards.

b) Ask the following questions for your classmates to answer.

1. What do you prefer to eat

{	apples or sweets?
	nuts or berries?
	sweets or nuts?
2. What bread do you prefer to eat, of wheat or rye?
3. What do horses prefer to eat, oats or hay?
4. What do cows prefer to eat, green fresh grass or hay?
5. What do people sow in spring?
6. What is sown in autumn?
7. Where do berries grow?

XIV. a) Read, copy and remember:

build—built—built
grow—grew—grown
ride—rode—ridden
sow—sowed—sown

b) Choose the necessary form of the verb.

1. The collective farm has (*sow, sown*) wheat. They always (*sow, sowed*) oats early in spring. 2. The state farm decided to (*build, built*) a new school. The club was (*build, built*) two years ago. 3. He usually jumps on his horse and (*rides, rode*) away. Sasha (*rides, rode*) away an hour ago. Where has Oleg (*rode, ridden*) away? 4. We (*grow, grew*) flowers in front of our school. The state farm (*grows, grew*) a lot of fruit and vegetables last year. Slava has (*grew, grown*) into a fine young man.

XV. a) Read the international words and give their Russian equivalents:

talent ['tælənt], concert ['kɒnsə:t], mass [mæs], festival ['festi-vəl], institute ['ɪnstɪtju:t], examination [ɪg,zæmɪ'neɪʃn], tradi-tion [trə'dɪʃn].

b) Find the Russian equivalents among the words given below:

reason ['ri:zn], local ['ləʊkl], course [kɔ:s], agriculture ['ægrɪkʌltʃə], agricultural [ægrɪ'kʌltʃərəl], produce [prə'dju:s], production [prə'dʌkʃn], irrigation [ɪrɪ'geɪʃn], irrigate ['ɪr-geɪt], ton [tʌn], mile [maɪl].

Курс, причина (резон), земледелие, земледельческий, тон-на, производить, производство (продукция), местный (ло-кальный), орошение (ирригация), орошать, миля.

XVI. a) Read with the teacher and study the use of the new words.

proud, be proud; We are proud of our country. Mother was proud of her daughter, she was the best pupil in the class.
crop, the wheat crop, a good crop of apples, the potato crop; There was a good crop of rye last year; **crop**, cropped; to crop hundred acres with oats; The potatoes cropped well this year.

increase, increased; 'To increase' means 'to make or become greater'. Their difficulties are increasing. The production of grain increases from year to year.

decrease, decreased; 'To decrease' means 'to become or make smaller'. The production of black and white TV sets de-creases.

main; 'Main' means 'most important'. Lenin Street is the main street in our town; **mainly**; The people who came were mainly women.

achieve, achieved; We have achieved all that we wanted.

amuse, amused; The grandfather's stories amused the children.

engage, engaged; to engage someone as a teacher or a trainer.

improve, improved; 'To improve' means 'to make better'.

You should improve your English.

create, created; He likes to create things with his own hands.

recently; 'Recently' means 'not long ago'. We have recently seen the film.

event, events; The Tenth Youth Festival in Berlin was a great event for young people all over the world.

also; I can also go to the concert. She is also a good nurse.

exam, **examination**, have examinations, take examinations; We shall have exams in June. Students usually have exams in winter and in spring.

pass, passed, to pass an examination; Has your brother passed the exams? Petrov has passed exams and he is a student now.

enter, entered, enter school; Slava entered school last year; enter the institute; I am sure Sasha will enter the university when he finishes school; enter the room; He entered a dark room.

land, lands, a native land; Russia is our native land. Who owns land in the Soviet Union?

peasant, peasants; A peasant is a small farmer, a country man. Before 1917 his grandparents lived in the country and they were poor peasants.

lake, lakes; The Baikal is one of the most beautiful lakes in our country.

bank, banks; A river flows between its banks.

pool, pools; Ducks and geese swim in pools. There is a small pool behind the garden.

region, regions; There are a lot of forest regions in the Soviet Union. My mother was born in the Tula region. "This is a region of physics, not mathematics," said the teacher.

b) Read Ex. XVI a) and copy any sentence to illustrate the use of each word. Underline the new words.

XVII. Read the words following the rules of reading.

[i:]	[ɔ]	[e]	[ou]	[dʒ]
season	frost	rain	grow	large
reason	story	again	grown	region
increase	colony	grain	sow	engage
decrease	crop	main	sown	engagement

XVIII. Say what we can be proud of.

F o r e x a m p l e: a) We are proud that . . .— *We are proud that we live in the Soviet Union.*

b) We are proud of . . .— *We are proud of our sportsmen. They won so many gold and silver medals.*

XIX. Read the sentences and say what part of speech the word in bold type is. Translate them.

1. Wheat is a **plant**. The collective farmers decided to **plant** new apple-trees in their orchard. 2. They **increase** the production of grain every year. There was an **increase** in the rye crop last year. 3. The state farm did not want to **decrease** the oats crop. There is a **decrease** in fruit and vegetables crop, because the summer was very hot and plants did not receive enough water. 4. Yuri Sedov and his friends **crop** thousands of acres with wheat **every season**. We have had a good **crop** of vegetables this year.

- XX.** a) Speak about the crop in the collective farm or state farm you know. The following table will help you.

The crop of	wheat rye oats grain potatoes cabbage vegetables apples berries fruit	is has been was	heavy, good, better than..., poor, worse than..., poorer than...,	be- cause...
-------------	--	-----------------------	--	-----------------

- b) Say whether you help the collective farmers and the workers of the state farm to crop fruit (grain, vegetables), when and where.

- XXI.** 1. You know that the word **splendid** means «великолепный». If you add **-ly**, you will have **splendidly** — «великолепно». Form new words from the following and translate them. Don't forget to replace **y** by **i** (*ready* — *readily*).

Warm, slow, part, pleasant, open, nice, necessary, ready, full, popular, poor, rich, usual, weak, main, happy, beautiful, easy.

Use 2—4 words in sentences of your own.

2. Form adjectives from the following nouns and translate them.

For example: help — помощь; *helpless* — *беспомощный*

Use, care, cloud, home, friend, event, end.

3. You know that the word **develop** means «развивать». If you add **-ment**, you will have **development** — «развитие».

- a) Form nouns from the following verbs:

amuse, engage, improve, achieve.

- b) Use the correct word in the sentences.

1. There are a lot of . . . in a big city: plays, films, concerts, football matches and so on. 2. At the meeting Petrov told us about the . . . of the state farm—how much grain they cropped and what a heavy crop of vegetables they had. 3. My time is fully . . . , I cannot come. 4. You can see some . . . in our village; we have gas and running water in our houses.

- XXII.** 1. Read the title of the text and say what it is about.
2. Look through the text and say what changes have taken place on the farm.
3. Read the text and write out the sentences with the words **produces, achievements, agricultural** and translate them.

CHANGES ON THE FARM

About 600 miles north-east of Moscow is a region of forests, endless grasslands and beautiful lakes—the Vyatka region named after the river which flows through it.

On its banks, near the town Kirov, is the village of Spitsyno, the heart of the 'Iskra' collective farm, which covers about 40,000 acres and has a thousand members.

It is mainly a grain-growing farm, harvesting thousands of tons a year. But it also produces a lot of vegetables, meat, and milk.

The people on the collective farm are living better and better.

The farm is building houses as good as anything you find in the towns, and many families have recently got new flats and houses.

There are many changes in Spitsyno.

In the old days, after the harvest was in, a mass of peasants went to the towns to look for work.

At the present time the collective farmers need not go anywhere to look for work. The farm has a lot of tractors and harvesters, so there is enough work to do in the winter months.

It also has many cows, pigs, and sheep. The collective farmers must take care of them not only in summer, but also in winter.

Still the collective farmers have more free time in winter than in any other season, so winter on the 'Iskra' farm is also used for 'self-improvement'.

Many of the farmers spend their evenings studying hard for the entrance exams to the institute or secondary technical school in Kirov, Leningrad or Moscow. Many take courses which are at the collective farm in winter. The collective farmers learn about the latest achievements in agriculture.

The 'Iskra' farm is often visited by people from other farms and agricultural institutes. They have talks on different problems in agriculture, such as how to increase grain production, fertilize lands, breed cattle, create pools to irrigate fields and make full use of the snow in the fields. In this way the 'Iskra' collective farmers and the visitors learn a lot of useful things.

But it is not all work and no play.

Sport is popular, and the farm is very proud of its ski-jump, which was built with the money the 'Iskra' farm got a year or two ago. They engaged a trainer and are now the district skiing champions.

There are film shows in the House of Culture, concerts and plays by visiting actors, and local talents. The old traditions are kept up. The big event of the year is the 'Farewell to Winter' festival—with troyka rides, amusements and a lot of things to eat and drink.

4. Read the text and prove: 1) the collective farmers are living better than the peasants lived in old Russia; 2) the collective farmers make full use of winter time for self-improvement.
5. Tell your classmates about the collective (state) farm where you live.

XXIII. Say which you prefer, to live in the country or in the town. Give your reasons for living in the country (in the town).

Read and learn the proverbs.

1. An apple a day keeps the doctor away.— *Ср.* Ешьте по яблоку в день, и вам не понадобятся доктора.
2. Make hay while the sun shines.— Коси коса, пока роса.

Supplementary Reader: 'Twilight' by George G. Byron; 'London Taxi-Driver's Story'

V o c a b u l a r y

achieve	достигать	exam(ination)	экзамен
achievement	достижение; выполнение	entrance exams	вступительные экзамены
acre*	акр (около 0,4 га)	pass an exam(ination)	выдержать экзамен
agriculture	сельское хозяйство	'Farewell to Winter'*	праздник прощания с зимой
also	также, тоже	fertilize*	удобрять
amuse	забавлять; развлекать	fertilizer*	удобрение
amusement	развлечение; забава	festival	празднество; фестиваль
apple	яблоко	grain	зерно
bank	берег (реки)	grow (grew, grown)	расти
berry*	ягода	harvester*	жнец; жатвенная уборочная машина
breed cattle	разводить крупный рогатый скот	hay	сено
build (built)	строить	improve	улучшать; совершенствовать
concert	концерт	improvement	улучшение
course*	курс (обучения)	increase	увеличивать
create	творить, создавать	institute	институт
crop	посев, урожай; собирать урожай	irrigate*	орошать
decrease	уменьшать, сокращать	lake	озеро
engage	нанимать; занимать	land	земля
enter	входить; поступать в учебное заведение	life	жизнь
entrance*	вход		
event	случай, событие		

main главный; основной
mainly главным образом
make full use of* полностью
 использовать
mass масса
nut орех
oats овес
peasant крестьянин
plant сажать (*растения*); расте-
 ние
pool пруд; бассейн
produce производить, выраба-
 тывать
producer производитель; режис-
 сер, постановщик
production производство, про-
 дукция

proud гордый
reason причина, основание
recently недавно, на днях
region край; область; район
ride (rode, ridden) ехать вер-
 хом; ехать (*в автобусе, на*
велосипеде и т. п.); прогулка
(верхом, на велосипеде); езда
rye рожь
secondary technical school тех-
 никум
ski-jump* трамплин
sow (sowed, sown) сеять
talent* талант
ton* тонна
tradition традиция
wheat пшеница

Lesson Thirty-Eight 38 The Thirty-Eighth Lesson

We are going to spend our holiday on the Volga.

I. Read, copy and underline *be going*.

1. They are going to build a club on the bank of the lake.
2. The collective farmers are going to sow this field with wheat.
3. Father is going to plant a few apple-trees behind the house.
4. The boys were going to enter a secondary technical school.
5. Boris was going to ride a horse.

II. Make up sentences.

1. I My friend We The villagers	is am are	going to	increase grain production. improve his English. arrange a concert. enter the institute.
2. Are you go- ing to	stay after school to do homework? go to the library? help Zina with physics? listen to the concert on the radio?		

III. Complete the sentences:

a) I am going...

1) to visit my grandmother, 2) to meet Pete, 3) to read this story, 4) to learn English words every day, 5) to wait for the beginning of the match, 6) to do (some) shopping.

b) He is going...

1) to help me with my English, 2) to buy a new pair of trousers, 3) to send a letter to Moscow, 4) to travel with his friends, 5) to become a printer, 6) to come back in ten days, 7) to win the game, 8) to work hard next month.

c) They are going...

1) to build a road in our village, 2) to complete their work next year, 3) to plant apple-trees there, 4) to live in a village during the summer holidays, 5) to swim in that river, 6) to buy a new lorry for the farm, 7) to open one more school in the town, 8) to help the collective farmers in August.

IV. Disagree with the statements.

For example: He is going to learn French.— *He is not going to learn French. He is going to learn English.*

1. Mary is going to stay at home tonight. 2. The driver is going to take Oleg to town. 3. They are going to skate. 4. Pete is going to play basket-ball. 5. The teacher is going to give us a dictation.

⊙ V. 1. Listen to dialogue 33 and then repeat it after the speaker.

DIALOGUE 33

A: What are you doing ¹ this evening?

B: I'm going to watch TV.

A: And what about Igor?

B: He is going to study ³ English.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Use the words in columns instead of those marked in the dialogue:

1	2	3
next Saturday	to go to the cinema	to do his homework
tomorrow	to see the football	to go to the club
after school	match on TV	to take part in the
	to go to town	concert

5. Make up a dialogue and reproduce it in pairs.

VI. a) Read with the teacher and study the use of the new words.

chess, play chess; Victor can play chess very well. He is a good chess-player. Can you play chess?

cut (cut), cut paper, cut meat with a knife, cut flowers; Please, cut this apple into two. He cut the fish into halves; a cut on one's hand, cuts on the face; I need a hair-cut.

be on; A new film is on in our club. **What's on?**

paint, painted; Can you paint? Yes, I can paint only flowers. Repin painted a lot of pictures.

join, joined; My father joined the Communist Party in 1958. We joined the Young Communist League (Komsomol) last year. Olya's brother joined the Soviet Army last year. May I join in the game? Will you join me in a walk?

carry out, carry out a plan; Sometimes it is easy to make plans, but difficult to carry them out. The plan was fully carried out.

switch on; Switch on the radio set (TV set), we want to watch a football match. Switch on the light, it has become dark.

switch off; Switch off the radio.

sea, seas; the Black Sea, the White Sea, the Azov Sea; You can get from Yalta to Odessa by sea.

art, arts; Painting is a fine art.

activity, activities, language activity, cultural activity; Clubs must carry out cultural activities.

ticket, tickets; We should have tickets to go to the cinema.
music, old music, popular music, modern music; Everybody likes music. We listen to music on the radio.

musician; Borodin is a famous Russian musician.

knowledge; He has a good knowledge of the English language, but not much knowledge of English history. We can extend our knowledge if we read a lot, travel about the country, listen to the radio and watch TV.

b) Read Ex. VI a) and write out any sentence to illustrate the use of each word. Underline the new words.

VII. Read the words following the rules of reading.

[tʃ]	[ɑ]	[ɔɪ]	[ju:]	[ʌ]
chair	park	noise	union	but
children	garden	noisy	student	under
change	part	join	institute	cup
chess	art	joined	music	cut

VIII. Ask your classmates: 1) whether they can play chess (paint, join you in a walk, carry out the plan they made); 2) to name famous painters (chess-players, musicians); 3) to name a sea in the south, in the north, in the east, and in the west of the Soviet Union; 4) to name where we can swim, boat, row, and yacht; 5) to switch on or off the light (the radio, the TV set).

- IX. Read the sentences and say what part of speech the word in bold type is. Translate them.

1. Vadim **paints** well. Mother gave a good present to her son. It was a box of **paints**. 2. Will you **cut** bread for dinner, Sasha? He has a **cut** on his foot, he cannot run. 3. Are you going by **land** or by **sea**? Airplanes from different countries **land** at this airport.

- ⊙ X. 1. Listen to dialogue 34 and then repeat it after the speaker.

DIALOGUE 34

A: Are you going to go to the theatre tonight?

B: What's on?

A: It's the 'Three Sisters'.

B: I've seen it.

2. Read the dialogue silently.
 3. Read the dialogue aloud (work in pairs).
 4. Make up a dialogue of your own.
- XI. 1. Read the title and say what the text is about.
2. Look through the text and say what people can use at leisure time (when they have free time).
 3. Read the text and say: 1) what amusements we can have at home and when we go out; 2) what activities are carried out by clubs and Houses of Culture.

LEISURE

When we have time for leisure, we usually need something that can amuse and interest us. There are several ways to do this.

People use radio or television. They switch on the radio set or TV set and choose the programme they like best. Some people like music. They listen to various concerts of modern and old music, new and old songs, and see dances. Those who are fond of sports listen to or watch football and hockey matches. These are the most popular kinds of sports. There are a lot of fans among people. They can also see championships in athletics and other kinds of sports. Everybody likes to see skating and dancing on the ice. Radio and television extend our knowledge about the world in which we live. Television helps us to 'visit' different lands, see new plants, animals, unusual birds, fish and insects, mountains and valleys, lakes, rivers, and seas. We are shown different countries, cities and towns and people who live there. On television people could even see both sides of the Moon. This is what we can do at home.

If we want to go out, there are a lot of cinemas, theatres, museums, Houses of Culture and clubs in our country where we can spend our free time.

In big cities like Moscow and Leningrad it is often difficult to decide where to go in the evening. Newspapers tell us what

is on at cinemas and theatres. If you are a theatre-goer, you will choose a play you want to see. If you are a film fan, you will go to a cinema. When new interesting plays are on, it is not easy to get tickets, because the theatres play to full houses every night. Then you must book tickets.

In small towns and villages they have no actors of their own. So they invite a group of actors from a big town or a city to show plays. Everyone likes to see the plays. Schools usually get tickets for their pupils. They go to the theatre with their teachers and have talks about the play they have seen.

The cinema has really become the most popular kind of art. Films are shown in cinemas, clubs, Houses of Culture and even schools in villages. Young and old people like to see films very much, and when a good film is on, the house is usually full.

In small towns and villages both Houses of Culture and clubs are the centres of cultural activities which are carried out through different sections. Those who like to dance join a dancing section. Those who are interested in music join a musical section where they are taught to play different musical instruments. People who are fond of sports can join sport sections, such as football, skiing, boating, chess, and others. The art section is one of the most popular with the people, because they can learn to create beautiful things there. Some members are taught to paint, and they organize local exhibitions of their paintings. Some do cutting work, others grow flowers and take part in town and region flower-shows.

Old traditions are coming to life. In some villages they build 'Huts on hen's legs', taverns in the old Russian style such as 'Lubava' on the way from Moscow to Novgorod, where people can meet their friends, have pleasant talks, eat Russian food and listen to Russian music.

So you can see how interesting are the ways in which leisure time can be spent.

4. Say what you have learnt from the text 'Leisure'.

5. Say what you usually do at leisure time.

XII. Speak about your plans for the next Sunday. Say whether you are going to see a new film or a play. Then tell your classmates when and where you are going to see it.

XIII. 1. Read the poem silently to understand it.

⊙ 2. Listen to the poem and repeat it after the speaker.

3. Learn a few lines by heart.

LEISURE

What is this life if, full of care,
We have no time to stand and stare! ¹

¹ stare — пристально смотреть

No time to stand beneath the boughs,¹
And stare as long as sheep and cows.

No time to see, when woods² we pass,
Where squirrels³ hide their nuts in grass.

No time to see, in broad daylight,⁴
Streams⁵ full of stars, like skies at night.

No time to turn at Beauty's glance,⁶
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this is if, full of care,
We have no time to stand and stare.

W. H. Davies (1871--1940)

Supplementary Reader: 'Good Night' by Percy Bysshe Shelley

V o c a b u l a r y

activity активность

art искусство

be on идти

What is on? Что идет?

carry out выполнять

chess шахматы

cut (cut) резать, разрезать; рана

cutting work* работа по резанию

exhibition выставка

(The) house was full.* Театр
был полон.

'Hut on hen's legs'* «Избушка
на курьих ножках»

join (при)соединять(ся); всту-
пать

knowledge знание

leisure* досуг

music музыка

musical instrument музыкаль-
ный инструмент

musician музыкант; композитор

paint рисовать, писать красками

painting картина

sea море

switch on включать

switch off выключать

tavern* небольшая гостиница

ticket билет

book tickets* заказывать би-
леты

¹ beneath the boughs [bi'ni:θ ðə 'bauz] — под сучьями, ветвями

² woods — леса

³ squirrels — белки

⁴ in broad daylight ['brɔ:d 'deɪlaɪt] — в разгар дня

⁵ Streams — Ручьи

⁶ to turn at Beauty's glance [glɑ:ns] — эд. восторгаться сверканием Красоты

Lesson Thirty-Nine 39 The Thirty-Ninth Lesson

- ① I. 1. Listen to dialogue 35 and then repeat it after the speaker.

DIALOGUE 35

A: When are you going to speak to Peter?

B: When he comes to see me.

A: When will that be?

B: I've no idea.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
4. Dramatize the dialogue.

- II. a) Read with the teacher and study the use of the new words.

against; Stand against the wall. Are you for or against the plan?

battle, big battle, great battle, political battle, well-known battle, the battle for life; battle, battled; They battled with the winds.

fight (fought), fight against, fight for one's country, fight a battle, fight for somebody; Boys like to fight.

conquer, conquered; to conquer a country; William of Normandy conquered England in 1066.

conqueror; He is called William the Conqueror.

conquest; The conquest of England by William of Normandy took place in 1066.

idea, ideas; That man is always full of ideas. I have no idea what you mean!

general, general knowledge; Schools give young people general knowledge; to have a general idea; We had a general idea of what the book is about.

law, laws; Laws tell people what they must do and what they must not do.

- b) Read Ex. II a) and write out the sentences to illustrate the use of each word. Underline the new words.

- III. Read the words following the rules of reading.

[a]	[ɔ]	[e]	[ɔ:]
night	conquer	grain	author
light	conqueror	main	autumn
right	conquest	again	August
fight	opposite	against	saw
might		remain	law

IV Write the three forms of the verbs.

Win, choose, feed, cut, fight.

Use the necessary word in the sentences.

1. Did you . . . chickens? Yes, I . . . them an hour ago. 2. I . . . my foot when I ran from the lake. 3. The battle near Kursk was 4. Our grandparents . . . for freedom in 1917. 5. What TV programme have you . . . for tonight?

V. Ask 'who' questions for your classmates to answer.

1. He conquered England. 2. They won the battle near Kursk. 3. He always knows the laws of physics. 4. They are not against our visits to museums. 5. They fight for their rights. 6. He has a good idea.

VI. 1. Read the text 'The Norman Conquest of England' and write the answers to the questions: 1) Who were the Normans? 2) How did they get to France? 3) What did the Norman Conquest give to England?

THE NORMAN CONQUEST OF ENGLAND

The conquest of England by the Normans began in 1066 with the battle of Hastings, where the English fought against the Normans. The conquest was complete in 1086.

Who were these Normans who conquered England?

They were Vikings or 'Norsemen', men from the North. Some 150 years before the conquest of England they came to a part of France, opposite England, a part which we now call Normandy.

What did the Norman Conquest do to England?

It gave it French kings and nobles. The Normans also brought with them the French language. After the Norman Conquest there were three languages in England. There was Latin, the language of the church and the language in which all learned men wrote and spoke; the kings wrote their laws in Latin for some time after the Conquest. Then there was French, the language which the kings and nobles spoke and which many people wrote. Finally, there was the English language which remained the language of the masses of the people. Some men might know all these languages; many knew two; but most of the people knew only one. There were some people who understood the French language though they could not speak it. Rich people who owned land, the landowners, often knew French and Latin. But poor people, the peasants did not understand French or Latin. They understood only English.

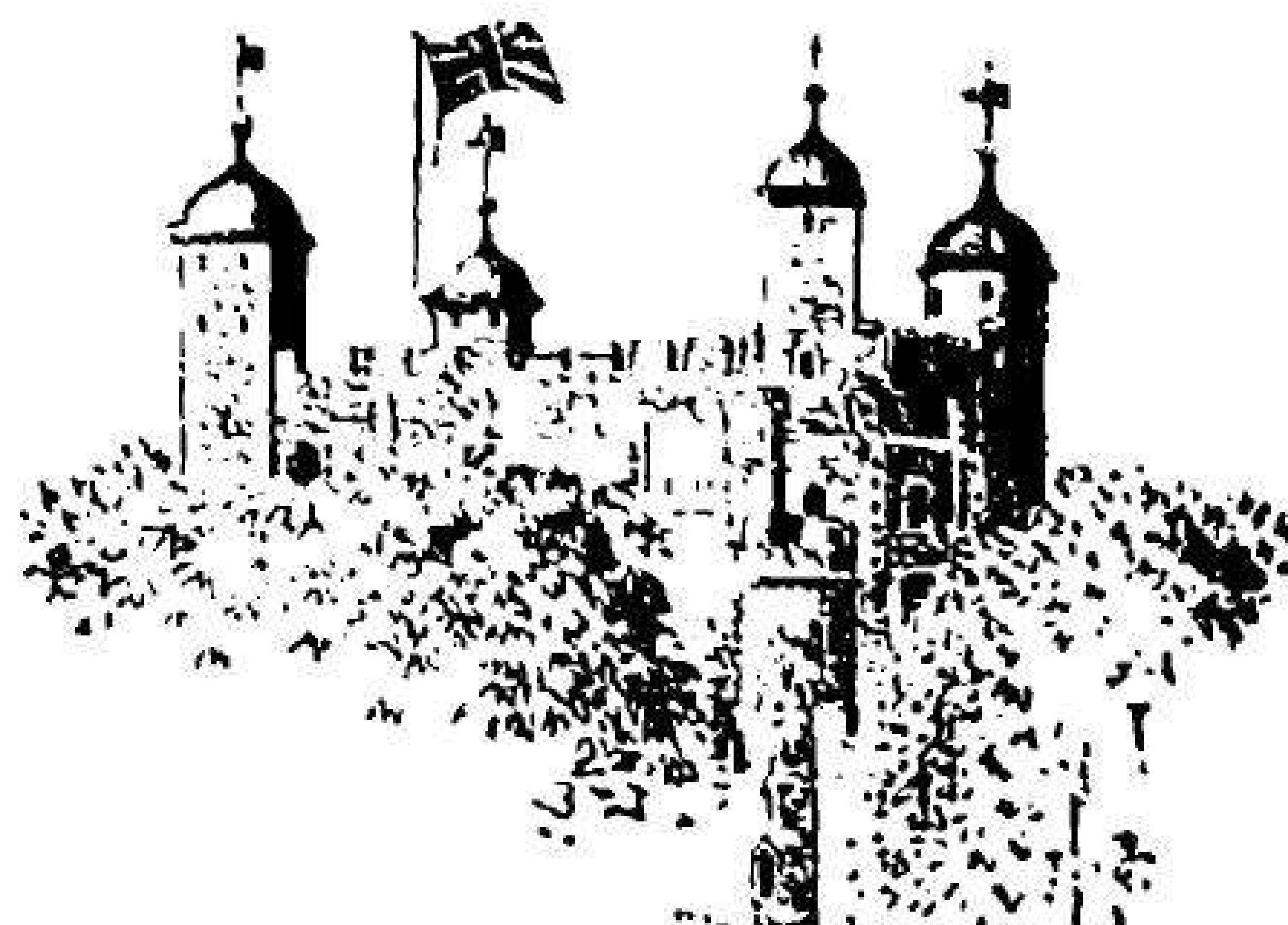
In time, however, came the general use of the English language. About 1350 English became the language of law; and at that time lived the first teacher who taught his boys to read and write English and to translate, not from Latin into French, but from Latin into English. Then between 1350 and 1400 lived

Wyclif who made the first complete translation of the Bible into English, and Chaucer, 'the Father of English poetry'.

But the English language when it came into general use was not quite the same as it was before the Conquest. The grammar remained, but many words came into it from the French language.

2. Read the text and prove: 1) the Normans brought the French language to England; 2) there were three languages in England after the Norman Conquest; 3) the Norman Conquest influenced the development of the English language.
3. Make a plan of the text 'The Norman Conquest of England'.
4. Tell the story 'The Norman Conquest of England'.

- VII. 1. Look at the picture and listen to the speaker.
2. Read after the speaker.
3. Say what the Tower was hundreds of years ago, what it was in the thirteenth century and what it is now.



THE TOWER

Here is the Tower of London. Hundreds of years ago the Tower was a castle. It was planned by William the Conqueror to keep London under the control of his government and to defend the city.

The oldest part of it is the square building which is called the White Tower. The walls were built later, in the thirteenth century.

For many years the Tower was a state prison. Many famous and infamous people were kept there.

At present many people visit the Tower as a museum.

Read and learn the proverb.

Early to bed and early to rise makes a man healthy, wealthy and wise.—
Кто рано ложится и рано встает, здоровье, богатство и ум наживет.

Supplementary Reader: 'In the Garden', 'Wind on the Hill' by A. A. Milne

V o c a b u l a r y

against против
battle сражение, борьба; сра-
жаться
Bible* библия
church* церковь

conquer завоевывать
conqueror завоеватель
conquest завоевание
influence* влиять

fight (fought) бороться, драться; борьба, сражение	however однако
finally* наконец	idea мысль; представление
general общий	law закон
	noble* дворянин

Lesson Forty

40

The Fortieth Lesson

He was (got) angry with the man.

I. a) Read with the teacher and study the use of the new words.

angry, be angry, be angry with somebody, get angry with somebody; I am angry with my friend. He always gets angry with his brother when he puts on his jacket.

beat (beat, beaten); The heart beats. She beats up an egg. You mustn't beat animals.

sell (sold); 'Sell' is the opposite of 'buy'. They have so many vegetables that they sell some.

strong; The boy is strong. Mike is stronger than Peto.

cry, cried; Babies often cry. Don't cry, I can hear you well.

along, along the street, along the road; Children mustn't run along the road.

move, moved; Move your chair nearer to the fire. "Move along, please", you can often hear in the bus.

return, return home; He returned home late at night. When will you return me the book?

hate, hated; I hate windy weather. She hated the man, because he never told the truth.

love; to fall in love with; 'Love' is the opposite of 'hate'. We love our mother. We love our country. Nick falls in love with Ann.

touch, touched; He touched me on the arm. Don't touch my things.

tie, to tie a horse to a tree, to tie something up.

clever, a clever boy, a clever dog; He is clever.

wild, wild forests, wild plants, wild animals.

low; 'Low' is the opposite of 'high'. They have a low ceiling in the flat. The moon was low in the sky.

pull, pulled; He pulled him by the arm.

struggle; 'To struggle' means 'to try to get free'.

seem, seemed, it seems; It seems to me that nobody knows what has happened to the man. What seems easy to one pupil often seems difficult to another.

strange, a strange man, a strange face; **stranger**; A stranger is a visitor, a newcomer, one who comes from another place. **terrible**, a terrible noise, a terrible fight; The dogs started a terrible fight.

sailor: You can see many sailors in Murmansk, Odessa and other ports.

whole, the whole story, the whole lesson, the whole village, the whole day; It rained for three whole days. His mother wanted to know the whole truth about her son.

soon: as soon as; He will come soon. I shall write to you as soon as I come to Omsk.

b) Read Ex. 1 a) and copy any sentence to illustrate the use of each word. Underline the new words.

II. Read the words following the rules of reading.

[aɪ]	[ŋ]	[ə:]	[ʌ]	[ou]
ride	long	nurse	bus	know
sky	along	Thursday	cup	slow
cry	song	turn	cut	show
try	strong	return	struggle	blow
	sing	returned	struggled	low

III. Write the words in the alphabetical order.

Love, soon, beat, wild, sailor, angry, move, touch, engage, sow, event, entrance, grain.

IV. a) Read and remember:

beat--beat—beaten
sell—sold—sold

b) Choose the correct form of the verb.

1. Don't (*beat, beaten*) the dog. 2. Mike hasn't (*beat, beaten*) the boy. 3. The father has (*return, returned*) from town at seven. 4. When did Ann (*return, returned*) yesterday? 5. The baby often (*cries, cried*) when I go to bed. 6. My grandmother (*moves, moved*) the arm-chair to the fire and sat down. 7. Who (*sells, sold*) vegetables in our village last year? 8. We (*try, tried*) to move the box but couldn't, because it was too heavy. 9. Our cat (*hates, hated*) dogs. When it sees a dog it tries to fight. 10. Somebody (*touches, touched*) me on the arm when I got on a bus. 11. The grandmother is (*love, loved*) by everybody. 12. The table was (*move, moved*) to the window. 13. The boy (*lies, tied*) the horse to the tree and went to the house.

V. a) Make up sentences which correspond to real situations.

<p>1. Mother gets angry with me</p>	<p>when I come home late. when I receive a bad mark at school. when I receive good marks. when I don't help her. when I miss lessons. if I am late for dinner. if I don't stay at home in the evening. if I don't read books. if I don't go to the shop.</p>
<p>2. It seems that</p>	<p>it will rain soon. the weather will be fine. the doctor will return soon. you are angry with the boy. Mike is stronger than Slava. the ceiling in your room is lower than in mine.</p>

b) Write 2—4 sentences on each of the tables.

VI. Arrange the words in pairs of opposites.

Hate, sell, strong, high, stop, low, move, love, buy, weak, slow, long, fast, short.

VII. Read the pairs of words and remember:

a) long — длинный, length — длина
 strong — сильный; strength — сила

Choose the necessary word.

1. The street is two kilometres (*long, length*). 2. The (*long, length*) of the street is two kilometres. 3. Pete was a (*strong, strength*) boy. 4. The (*strong, strength*) of the wind was great.

b) bring — приносить; bring up — воспитывать

Choose the necessary word.

1. The boy was (*brought, brought up*) by his grandmother. 2. Pete always (*brought, brought up*) water last year. 3. Who (*brings, brings up*) food from the shop? 4. This woman (*brings, brings up*) three children.

c) appear — появляться, disappear — исчезать

Choose the necessary word.

1. At last the moon (*appeared, disappeared*) behind a cloud and it got dark. 2. The sun (*appeared, disappeared*) from behind

the mountains. 3. It was foggy near the river, but soon the fog (*appeared, disappeared*) and we could see where we were.

VIII. Ask 'tail' questions.

1. Mike is clever, . . . ?
2. You aren't angry with me, . . . ?
3. The boy has not touched my things, . . . ?
4. You will come soon, . . . ?
5. Ann was a strange girl, . . . ?
6. He is a stranger in the village, . . . ?
7. They returned late yesterday, . . . ?
8. The child never cries at night, . . . ?
9. You hate lazy people, . . . ?

IX. Use *as soon as* to connect the sentences.

For example: I shall write to you. I come to Tula.— *I shall write to you as soon as I come to Tula.*

1. Pete will go there. He is free.
2. She will go for a walk. She finishes her homework.
3. The dog will return. He sets him free.
4. I shall return the book to Mike. I read it.

Write these complex sentences and translate them into Russian.

X. Copy the sentences and underline the words in bold type: nouns — with one line, verbs — with two lines.

1. Africans **struggle** for their rights. Many countries help them in their **struggle**.
2. Dogs often **fight**. They began a terrible **fight**.
3. Everyone knows about Ann's **love** for her parents. They **love** her, too.

⊙ XI. 1. Listen to dialogue 36 and then repeat it after the speaker.

DIALOGUE 36

- 1
- A: Could you show me the way to the **airport**?
- B: Yes, certainly. Go along this street as far as the traffic-light
2
and then turn **left**.
- A: Is it far from here?
- 3
- B: It's a ten minute walk. You could take a **bus**.
4

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4*. Use the words in columns instead of those marked:

1	2	3	4
station	right	five	walk
post-office		fifteen	take a tram
hospital		twenty	take a trolley-bus
museum			

5. Make up a dialogue of your own (work in pairs).

- ① XII. 1. Listen to the text with the books closed and answer the teacher's questions.
2. Listen to the text and read it in a whisper after the speaker.
3. Read the text aloud and say what is new for you in this text.
4. Say a few words about Jack London.

JACK LONDON

(1876—1916)

Jack London, an American writer, came of a poor family. When he was a schoolboy he had to sell newspapers and do other work to get money for a living. Then he became a sailor. Later he did some other work.

His life was very hard and he described it in his book 'Martin Eden'.

Jack London wrote about fifty books: short stories, novels and other works.

Jack London was a member of the American Socialist Party. In his novel 'The Iron Heel' he gives a picture of the working-class struggle.

He was made famous by his book 'Call of the Wild'. 'Martin Eden' is another of his well-known books.

V. I. Lenin liked London's works very much.

In her 'Reminiscences of V. I. Lenin', N. K. Krupskaya tells us that two days before Ilyich's death she read to him Jack London's story 'Love of Life'.

You will read 'Brown Wolf', one of the stories written by Jack London. The story is adapted.

- XIII. 1. Read the title of the story, look through the text and say what the story is about.
2. Read the story and say: 1) why Smith called the dog 'Wolf'; 2) why the dog always ran north; 3) why the dog ran to the stranger.
3. Find and read the sentences you think the most important in the story, and read those which you find the most interesting.

BROWN WOLF

After J. London

One day John Smith and his wife Mary found a dog. He was a very wild and strange dog. The dog was weak and hungry, but he did not let them touch him and ate the food they gave him when they went away.

When the dog was strong again, he disappeared.

A few months later, when Smith was in a train, he saw his dog. The dog was running along the road. Smith got off the train at the next station, bought a piece of meat, caught the dog, and brought him home again. There he was tied up for a week.

At the end of the week Smith tied a metal plate to the dog with the words "Please, return to Smith, Ellen, California", and set the dog free. He disappeared again.

This time he was sent back by the train, was tied up for three days, was set free on the fourth day and disappeared again.

As soon as he received his freedom, he always ran north. The dog always came back hungry and weak and always ran away fresh and strong.

At last the dog decided to stay with the Smiths, but a long time passed before they could touch him. They called the dog 'Wolf'.

One summer day a stranger came to the place where Smith and his wife lived. As soon as the dog saw him, he ran to the stranger and licked his hands with his tongue. Then the stranger said:

"His name isn't Wolf. It's Brown. He was my dog."

"Oh," cried Mary, "you are not going to take him away with you? Leave him here, he is happy."

The stranger then said, "His mother died and I brought him up on condensed milk. He never knew any mother but me. Do you think he wants to stay with you?"

"I am sure of it."

"Well," said the stranger. "He must decide it himself. I'll say good-bye and go away. If he wants to stay, let him stay. If he wants to come with me, let him come. I will not call him to come."

For some time Wolf watched the man. He waited for him to return. Then he ran after the man, caught his hand between his teeth and tried to stop him. The man did not stop. Then the dog ran back to where Smith and his wife sat. He tried to drag Smith after the stranger. The dog wanted to be at the same time with the old master and the new one. The stranger disappeared. The dog lay down at the feet of Smith. Mary was happy. A few minutes later the dog got up and ran after the old master. He never turned his head. Faster and faster the dog ran along the road and in a few minutes he was gone.

4. Read the story again and prove: 1) Brown Wolf was a strange dog; 2) Smith and his wife loved the dog; 3) though Brown Wolf loved Smith, his love for the old master was greater.

Read and learn the proverb.

Good health is above wealth.— Доброе здоровье дороже богатства.

Supplementary Reader: 'Spot' (I—IV) by Jack London

V o c a b u l a r y

along вдоль, по

angry злой, сердитый

be angry with somebody сер-
диться на кого-либо

get angry with somebody рас-
сердиться на кого-либо

as soon as как только
beat (beat, beaten) бить

bring up	воспитывать	reminiscences*	воспоминания
clever	умный	return	возвращать; возвращаться
condensed* milk	сгущенное молоко	sailor	морьяк, матрос
cry	плакать; кричать	seem	казаться
disappear	исчезать	sell (sold)	продавать
drag*	тянуть	soon	скоро
hate	ненавидеть, не терпеть	strange	странный, необычный
himself*	сам	stranger*	незнакомец
lick	лизать	strength	сила
love	любить; любовь	strong	сильный
fall in love with	влюбиться	struggle	борьба; бороться
low	низкий	terrible	ужасный
metal	металл; металлический	tie	привязывать
move	двигать(ся)	touch	касаться, трогать
novel*	роман	whole	целый
plate*	пластинка; дощечка	wild	дикий
pull	тянуть, тащить	wolf* (wolves)	волк (волки)

Lesson Forty-One

41

The Forty-First Lesson

They were reading a book when I came into the room.

Were they reading?

Yes, they were. No, they weren't.

They were not reading a book when I came into the room.

(c. 342)

- I. Read a fragment of Alec's letter to Mary. copy it and underline the verbs in Past Continuous.

A FRAGMENT OF ALEC'S LETTER TO MARY

I met you at one of Miss Brown's parties. Do you remember? You were wearing a beautiful white dress. You were talking to Miss Brown and smiling when I came up to you. They were playing the tango. I said, "May I have the pleasure of this dance?" and you answered, "Yes, certainly." And we danced. Do you remember? Our first dance. We were dancing. I was not talking to you, I was looking at you. And you were smiling. We were dancing together. Do you remember?

- II. Disagree with the statements and add some more information.

For example: Mary was singing when he came up to her. —
Mary was not singing when he came up to her.
She was talking to her friend.

1. Boris was writing a letter at 6 o'clock. 2. It was raining when we returned home. 3. The wind was blowing from the west.

4. It was snowing the whole day yesterday. 5. The boys were fighting when we came up to them. 6. Ann was waiting for Nick when we saw her. 7. The rain was beating against the window when I shut the door. 8. The tram was running along the street when we saw a child. 9. We were sitting on the grass when they came up to us. 10. The boys were playing football from 2 till 4 o'clock.

III. Ask if it was so.

F o r e x a m p l e: It was raining when we looked out of the window.— *Was it raining when you looked out of the window?*

1. Ann was smiling when he saw her. 2. She was talking to someone when they came up to her. 3. The children were singing when Mother returned home. 4. We were waiting for a bus when it began to rain. 5. The boys were learning to drive when we saw them. 6. Mother was cooking supper at that moment. 7. We were sitting in the living-room when it happened. 8. Helen was working in the garden from 8 till 12 o'clock. 9. They all were watching TV when Mike came into the room.

IV. Ask 'what' questions.

F o r e x a m p l e: The teacher was reading when a man came in.— *What was the teacher doing when a man came in?*

1. Kate was writing a letter when Ann came from school. 2. Nick was carrying a heavy box when we met him. 3. The boys were moving the table when the teacher came into the classroom. 4. The baby was crying for half an hour. 5. The schoolchildren were planting trees all day long. 6. The woman was milking her cow when that dog ran out. 7. The children were gathering berries in the forest. 8. Mike was watering vegetable beds when Pete came to see him.

⊙ V. 1. Listen to dialogue 37 and then repeat it after the speaker.

DIALOGUE 37

A: What were you doing yesterday afternoon?

B: I was reading a book.

A: Was your sister reading a book, too?

B: No, she wasn't.

A: What was she doing?

B: She was studying English.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Dramatize the dialogue using other words instead of those marked.

- ⊙ VI. 1. Listen to dialogue 38 and then repeat it after the speaker.

DIALOGUE 38

A: I went to see Helen and Ann last Friday afternoon.
B: Were they listening to the radio when you came there?
A: No, they were not.
B: Were they **pleased** to see you?
A: Yes, very.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
4. Make up a dialogue of your own (work in pairs).

- VII. a) Read and guess the meaning of the words in bold type.

1. Oleg has a **chance** to win the game. He is a good chess-player. 2. Chapaev is a **hero** of the Civil War. 3. Who is the **hero** of this novel? P. Korchagin is. 4. When you travel about the Crimea you are told a lot of **legends**. Icarus was a **legendary hero**.

b) Pronounce the words.

Chance [tʃɑ:ns], **hero** [ˈhɪərəʊ], **heroes** [ˈhɪərəʊz], **legend** [ˈledʒənd], **legendary** [ˈledʒəndəri].

If you guessed the meaning of the words: 1) name the heroes of our time; 2) name some heroes of the past; 3) name the hero or heroes of the novel you like best; 4) name a legendary hero; 5) name a sportsman or a team who (which) has a chance to win the game.

- VIII. a) Read with the teacher and study the use of the new words.

promise, promised; He promised me to come at 5 o'clock; **promise, promises**; She always keeps her promises.

refuse, refused; She can't refuse her child anything.

marry, married; Nick's sister married a postman. He married his daughter to an agronomist. They are now married.

quarrel, quarrelled; Children sometimes quarrel. Don't quarrel. **kind, a kind woman**; She is so kind to her children.

sad; Smith is sad, because Brown Wolf has gone away. It was a sad day for the family.

merry, merry May, merry men, a merry holiday.

true, a true story; Is it true they have gone to Moscow?

suddenly; Suddenly they heard a terrible noise.

front, go to the front; He was sent to the front.

thick, a thick fog, a thick forest, thick hair; 'Thick' is the opposite of 'thin'. The ice is fifty centimetres thick.

serve, served; He served as a gardener. We all are ready to serve our country. Can I serve you in any way?

service; I am at your service. The service in this port is good.

servant, a domestic servant; Fire is a good servant but a bad master.

- b) Read Ex. VIII a) and write out any sentence to illustrate the use of each word. Underline the new words.

IX. Read the words following the rules of reading.

[θ]	[ə:]	[θ]	[ʌ]	[aɪ]
thick	turn	thing	cut	child
length	return	sang	sunny	mild
strength	serve	sung	suddenly	find
truth	service	song	butter	kind
south	servant	angry	under	

X. Write the plural of the following words

A chance, a wife, a stranger, a child, a man, a servant, a woman.

XI. Add un- to the words (Remember that un- means not.)

For example: certain — определенный; uncertain — неопределенный

Happy, usual, kind, true, important, known.

Use these words in sentences of your own.

XII. Ask 'when' questions for your classmates to answer.

For example: He promised to come. — *When did he promise to come? He promised to come at 6 o'clock.*

1. Father promised to buy Mike a bicycle. 2. Nick promised the teacher to work hard. 3. Nina promised to invite all her friends. 4. Tom's grandfather promised the boy to give him his gold watch. 5. She promised to buy a new coat for her mother.

XIII. Ask 'why' questions for your classmates to answer.

For example: She refused to come to see us. — *Why did she refuse to come to see us? I think, she refused to come to see us, because she is busy.*

1. Nick refused to answer this question. 2. She refused to marry him. 3. Mother refuses to give Bob money. 4. The driver refused to take children with him. 5. The English postmen refused to work. 6. Mike and Pete often quarrel. 7. Zina is sad today. 8. I like these merry boys.

XIV. a) Make up sentences to correspond to real situations.

She This young woman	is/was		the children.
He The father	are/were	kind to	the grandparents.
They			us. their relatives.

b) Write 3—5 sentences on the table.

XV. Choose the necessary words. Don't confuse them.

1. The mechanic had a good (*chance, change*) to complete this work. We had to make a (*chance, change*) in our plan. 2. She refused to (*marry, merry*) this man. He was a (*marry, merry*) man. 3. It will (*happen, happy*) at night. He was (*happen, happy*) to see us. 4. Ducks and geese swim in this (*pull, pool*). Don't (*pool, pull*) me by the arm.

XVI. a) Read the word-combinations and use them in sentences of your own.

Thick fog, thick soup, thick book, thick forest, thick hair, thick ice.

b) Begin sentences with **suddenly** to describe real situations.

XVII. 1. Read the text 'Robin Hood' and answer the questions: 1) What was Robin Hood? 2) What was Robin Hood famous for? 3) What did he do for Allan-a-Dale?

ROBIN HOOD

Robin Hood is a legendary hero of England. He lived in the twelfth century. The legend said Robin Hood lived in Sherwood Forest with his merry men.

Robin Hood and his merry men took money from the rich and gave it to the poor. There are many stories about them. Here is one of them.

One day Robin Hood was walking through the forest with his men when he saw a young man. The young man was wearing a very fine red coat and singing merrily. The next morning Robin Hood saw the same young man without his fine coat. The young man was looking very sad. Robin Hood sent Little John to bring the young man. When the young man came to Robin Hood the latter asked him, "What is your name?" The young man answered that his name was Allan-a-Dale. Then Robin Hood asked:

"Have you any money?" Allan-a-Dale answered, "I have only five shillings and a ring that I have kept for seven years. I wanted to marry a nice young girl. Yesterday I went to marry her, but her father is against it. He wants to marry her to a rich old man. Now I am unhappy." Robin Hood asked the young man:

"What will you give me and my merry men if we help you to get your girl back again?" Allan-a-Dale had neither money nor gold, but he promised to be Robin Hood's true servant. So Robin Hood decided to help Allan-a-Dale and they all went to the town where the girl lived. When they came to the town they saw the girl Allan loved. She was going into the church with the rich old man. Robin Hood and his men went into the church and asked the priest to marry the girl to Allan-a-Dale.

When the priest refused, Robin Hood pulled off the priest's coat and put it on Little John. So Little John married the young people and they returned together to the merry Greenwood.

2. Read the text and prove: 1) Robin Hood was a legendary hero; 2) Robin Hood had a kind heart; 3) he had many devoted friends.
3. Put the sentences in a right way to make a plan.

The priest refused to marry the girl to Allan-a-Dale.

The young man was sad and unhappy.

Robin Hood met a young man.

Little John married the young people.

Robin Hood decided to help Allan-a-Dale.

They went to the town where the girl lived.

Allan-a-Dale became Robin Hood's true servant.

They saw the girl in the church.

4. Use the plan to tell the story about Allan-a-Dale.

XVIII. Say what legendary heroes of our country you know, when they lived, what they did for their country and who they fought against.

Read and learn the proverb.

Promise little, but do much. — Обещай мало, но делай много.

Supplementary Reader: 'Spot' (V—VII) by Jack London

V o c a b u l a r y

chance случай; возможность

fragment* фрагмент, отрывок

front передний; фронт

hero герой

kind добрый

latter* последний (*из упомянутых*)

legend* легенда

legendary* легендарный

marry выходить замуж; женить; жениться

merry веселый

priest* священник

promise обещать; обещание

quarrel* ссора; ссориться

refuse отказываться; отказывать

ring* кольцо

sad печальный; грустный

servant слуга

serve служить

service обслуживание

suddenly вдруг

thick толстый; густой

true верный, правильный

Lesson Forty-Two

42

The Forty-Second Lesson

He had finished his work before I came.

Had he finished his work before you came?

Yes, he had. No, he hadn't.

He had not finished his work before you came.

(с. 343)

I. Use the verbs given in brackets in **Past Indefinite** or **Past Continuous**.

1. It (*rain*) when we left home. 2. When we (*come*) to the stadium these two teams (*play*) football. 3. I (*wait*) for Mary from 2 till 2.30. 4. I always (*wait*) for her for some time. 5. The children (*gather*) apples all day long yesterday. 6. They (*gather*) a lot of fruit last week. 7. Mary (*water*) flowers when I saw her in the garden. 8. When she (*come*) the family (*sit*) round the table in the dining-room.

II. Tell the class what you and the members of your family were doing at certain moment yesterday.

III. a) Read the sentences and add the necessary words. Name the forms of tenses.

1. He works 2. He worked 3. He has worked 4. He is working 5. He was working. . . . 6. He will work

b) Describe the pictures using different tenses (**Present Indefinite, Present Continuous, Present Perfect, Past Indefinite, Past Continuous, Future Indefinite**).



IV. Read the sentences and translate them.

1. When we came to the island, Spot had been there. 2. The teacher said that she had brought our exercise-books. 3. The rain had stopped when we left home. 4. Father had already returned from the fields when I came home.

⊙ V. 1. Listen to dialogue 39 and then repeat it after the speaker.

DIALOGUE 39

1

A: Igor went to the cinema yesterday.

2

B: Had he switched off the electric fire before he left?

A: No, he hadn't, I'm afraid.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
- 4**. Use the words in columns instead of those printed in bold type:

1	2
theatre	radio
dance	gas
party	TV set

5. Make up a dialogue of your own.

- Ⓢ VI. 1. Listen to dialogue 40 and then repeat it after the speaker.

DIALOGUE 40

A: I met Paul yesterday. We had a long talk.

B: What did he tell you?

A: He told me that he had been ill.

2. Read the dialogue silently.
3. Dramatize the dialogue (work in pairs).

- VII. a) Read the sentences in which: 1) the action was not completed, for example: *She was reading a book*; 2) the action was completed, for example: *She had read a book*.

1. Mother was cooking dinner | when I came.
Mother had cooked dinner
2. They were dancing | when we came in.
They had danced
3. Nick was doing his homework | when Father returned
Nick had done his homework | from town.
4. It was raining | when they left home.
It had rained
5. Mary was sending letters | when I saw her in the
Mary had sent letters | post-office.

- b) Copy the sentences out of Ex. VII a) in which the action was completed. Underline the verbs.

- VIII. a) Read with the teacher and study the use of the new words.

agree, agreed; I asked him to come with me and he agreed. They agreed to help us.

almost; He comes here almost every day.

include, included, including; There are ten of us in the house including the children.

separate, separated; Cut this piece of meat into three separate parts. England is separated from France by the English Channel.

unite, united; England and Scotland were united in 1707.

surface, the surface of the Moon; the surface of water.

island, islands; The dog Spot swam to the island.
 damp, damp climate, damp air, a damp room.
 electric, electric clock, electric fire, electric light.
 cotton, a dress made of cotton, a cotton dress.
 iron; Iron is a metal. A lot of things are made of iron.
 industry, cotton industry, light (heavy) industry; We are de-
 veloping both heavy and light industry in our country.
 flat, flat surface, flat land.
 deep, deep river (sea, lake, pool); deep knowledge.

b) Read Ex. VIII a) and copy it. Underline the new words.

IX. a) Make up sentences that correspond to real situations.

I agree (don't agree)	that	the climate in this region is damp. cotton dresses are nice. we should include singing in the concert programme. the surface of the Moon is mountainous. the Azov Sea is very deep. the electric fire is hot. our river is the deepest in our region.
-----------------------------	------	--

b) Write 2—4 sentences on the table.

X. Ask 'tail' questions.

1. You agree that Tom's answer is better than Ann's, . . . ?
2. They agreed to go to the lake through the forest, . . . ?
3. You asked him to help us and he agreed, . . . ?
4. Mike will not agree to change our plan, . . . ?
5. Ann does not agree to help Mike with his English, . . . ?
6. Pete did not agree to go to the hospital with his brother, . . . ?
7. This river isn't deep, . . . ?
8. It's time to sow, . . . ?
9. Ann is afraid of deep rivers, . . . ?

XI. a) Use -ly to form the new words.

For example: bad — плохой; *badly* — плохо

Slow, beautiful, deep, separate.

Choose the necessary word.

1. It was a (*beautiful, beautifully*) song. Ann sang (*beautiful, beautifully*) yesterday.
2. They were moving (*slow, slowly*) towards the hill. The boy was a (*slow, slowly*) runner.
3. The children all sleep in (*separate, separately*) beds. Please, tie up these books (*separate, separately*).
4. Is this river (*deep, deeply*)? The boy is (*deep, deeply*) interested in maths.

b) Use *-less* to form the new words.

For example: use — польза; *useless* — бесполезный
care — забота; *careless* — беззаботный

Help, home, end.

XII. Read the words and choose metals.

Cotton, iron, wheat, oats, rye, bronze, gold, silver.

XIII. Fill *agree*, *damp*, *separate*, *united*, *surface*, *flat* in:

1. They . . . milk to get cream. 2. The air in the room was . . . , because there was a thick fog. 3. There is some water on the . . . of the table, so don't put your papers on it. 4. These two collective farms . . . in 1958 and now it is a big collective farm. 5. The teacher and the pupils . . . to help the collective farmers next Saturday. 6. A floor of the room must be

ⓐ XIV. a) Listen and read the following geographical names after the speaker.

The British Isles, Europe, Scotland, Ireland, Northern Ireland, the Irish Sea, the Continent, the English Channel, the Straits of Dover, the United Kingdom, the Severn, the Thames, Cornwall.

London, Manchester, Birmingham, Liverpool, Sheffield, Glasgow.

b) Find all these names on the map.

XV. 1. Look at the map and listen to the speaker.
2. Listen to the text and read it in a whisper after the speaker.
3. Read the text aloud.

GREAT BRITAIN

The British Isles lie in the north-west of Europe. They consist of two large islands, Great Britain and Ireland, and many smaller ones. Great Britain, the largest island in Europe, includes England, Scotland, and Wales. It is separated from Ireland by the Irish Sea, and from the Continent by the English Channel and the Straits of Dover. Great Britain and Northern Ireland form the United Kingdom (UK).

The surface of England and Ireland is flat, but the surface of Scotland and Wales is mountainous. The mountains are almost all in the western part. The highest mountain in the United Kingdom is Ben Nevis in Scotland (1343 m). The longest river is the Severn. It is in the south-west of England. The Thames is not so long as the Severn, it is shorter. The sea enters deeply into the land and has a great influence on the climate, which is damp but rather mild: the winter is not very cold and the summer is not very hot.

Over 57 million people live in the United Kingdom. Most of the people of Great Britain live in big towns and cities.

The capital of the country is London. The main industrial centres are Sheffield and Birmingham where iron goods are made, Manchester, the cotton centre of England, and others.

The important ports of the country are London, Liverpool, Glasgow and others.

4. Answer the questions using the map.

1. Where do the British Isles lie?
2. What does Great Britain include?
3. What do Great Britain and Northern Ireland form?
4. What is the highest mountain in the United Kingdom?
5. What are the biggest rivers in Great Britain?
6. What is the capital of the country?
7. What are the industrial centres of Great Britain?
8. What are the ports of the country?

5. Read the text 'Great Britain' and choose the right words.

1. The surface of England is (*flat, mountainous*). 2. The surface of Wales is (*flat, mountainous*) 3. The British Isles lie in the (*north-west, south-east*) of Europe. 4. The longest river is (*the Thames, the Severn*). 5. About 57 million people live in (*England, the United Kingdom*). 6. (*Manchester, Birmingham*) is the cotton centre of England.

6. Speak about Great Britain. Use the map.

Read and learn the proverb.

In for a penny, in for a pound.— Сделано на пенни, нужно сделать и на фунт.

Supplementary Reader: 'Three Men in a Boat' by Jerome K. Jerome

V o c a b u l a r y

agree соглашаться

almost почти

cotton хлопок; хлопчатобумаж-
ный

damp* влажный, сырой

deep глубокий

electric электрический

flat плоский, ровный

goods* товары —

include включать

industrial промышленный

industry промышленность

iron железо

island остров

separate отделять; разделять

surface поверхность

unite объединять(ся)

I like swimming.
They go fishing.
(c. 350)

I. Read the following sentences. Copy them. Underline the Gerund.

1. Have you done writing? 2. The bird was busy feeding her young. 3. I like rowing and my sister prefers skating. 4. Mary likes sitting in the sun for hours. 5. It looks like raining. 6. My watch needs cleaning. 7. Thank you for coming. 8. There was no chance of getting an answer before the end of the week. 9. I had the pleasure of living with them the whole summer. 10. Some go boating, some go fishing.

II. Complete the sentences using the Gerund.

For example: I liked . . . — *I liked swimming in the Black Sea.*

1. William liked . . . 2. We like . . . 3. Thank you for . . .
4. Mother was busy . . . 5. Some go . . . 6. Nick and Pete liked . . .
7. It looked like . . . 8. The boy's shoes need . . .
9. On that fine winter day the children liked . . . 10. My old winter coat needs . . .

⊙ III. 1. Listen to dialogue 41 and then repeat it after the speaker.

DIALOGUE 41

A: Which do you prefer, swimming or boating?
B: I prefer swimming.
A: Would you like to go swimming tomorrow?
B: Yes, very much.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
4. Dramatize the dialogue.

⊙ IV. 1. Listen to dialogue 42 and then repeat it after the speaker.

DIALOGUE 42

A: What are you going to do now?
B: I'm going to the forest.
A: Have you finished writing letters?
B: No, I haven't.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
- 4**. Replace the words in bold type by those given in columns:

1	2
cinema	planting the flowers
park	watering the vegetable beds
library	cooking supper

5. Make up a dialogue of your own.

- V. a) Read with the teacher and study the use of the new words.

top, tops; The top of the mountain was covered with snow.
bottom, the bottom of the river, the bottom of the mountain;

There was something black on the bottom of that pail.

else; What else do we get from sheep? Who else can answer my question? Let someone else speak about Great Britain.

publish, publish books, publish newspapers, publishing house.
wool, made of wool; The coat is made of wool.

steel; Steel is a metal. Steel is needed to produce cars, lorries, tractors, harvesters, trains, etc.

coal, black coal; England is rich in coal. People make fire with coal.

mill, paper-mill; Paper is made at paper-mills.

camp, a pioneer camp; to camp; Where shall we camp tonight? camping; There is a good camping on the way to town.

climb, climb a tree, climb a mountain; Boys like to climb trees. a climb; "It was a difficult climb," said the climber.

population; The population of Great Britain is over 57 million. **century, centuries**; We live in the twentieth century.

twice; 'Twice' means 'two times'. This room is twice as large as that one.

within, within the walls, within a few miles, within an hour.

since, since Sunday, since seeing you, since his last visit; Petrov left the town in 1972 and I haven't seen him since.

- b) Read Ex. V a) and copy the sentences. Underline the new words.

- VI. Read the words following the rules of reading.

[ɔ]	[ou]	[i:]	[ju:]	[ð]
cock	coat	tea	use	these
box	boat	see	tube	this
top	road	sea	refuse	with
tops	goat	deep	refused	without
bottom	goal	deeply	music	within
cotton	coal	steel	museums	other

VII. Use **-er** to form the new words.

For example: print — печатать; printer — печатник

Publish, climb, do, keep, learn

VIII. Read and guess the meaning of the following words:

administrative [əd'mɪnɪstrətɪv], bank [bæŋk], college ['kɒlɪdʒ],
gallery ['gæləri], nylon ['naɪlən], pioneer [ˌpaɪə'niə], residence
[ˈrezɪdəns], ruins ['ru:ɪnz].

If you guessed the meaning of these words fill in the missing word.

1. There are many . . . at Oxford and Cambridge. 2. Many people don't like to wear . . . shirts and dresses. 3. When we were in the 4th—7th forms we were . . . 4. In summer a lot of children live in . . . camps. 5. The Tretyakov Gallery is known everywhere. P. M. Tretyakov collected pictures for his . . . not only in Moscow. 6. Gorky is a big . . . centre on the Volga and the Oka. 7. In 1945 many towns and villages in Europe were in . . . 8. The White House in Washington is the . . . of the President of the USA.

IX. a) Look at the picture of a blackboard, read and remember.



b) Use the necessary phrases:

at the top (bottom) of;

in the middle of;

on the right (left) side of

1. Nick is so tall that he can write easily . . . of the blackboard. 2. Father always sits . . . of the table and we, children, sit . . . and . . . of him. 3. Mary put a plate full of sweet fresh berries . . . of the table, so everyone could take some. 4. The tallest boys usually sit . . . of the class, and those who are short or cannot see well sit . . . 5. The pupils of the 1st form are so small that they can write only . . . of the blackboard. 6. If you look at the map you can see the North . . ., the South . . ., the West . . . and the East . . . of the map.

X. a) Make up as many sentences as possible.

1. The caps Ann's apron Nick's jacket My coat	is made of are made of	cotton. wool. nylon.
2. Forks My spoon Knives	is made of are made of	silver. steel. gold. bronze.

b) Write 2—3 sentences on each of the tables.

XI. Ask 'tail' questions.

1. The boy brought a pail of coal yesterday, . . . ? 2. The mountain was covered with trees from top to bottom, . . . ? 3. You liked to climb the trees when you were a child, . . . ? 4. Your brother is a climber, . . . ? 5. The main building of the collective farm is on the top of the hill, . . . ? 6. Coal is good in this country, . . . ? 7. The children usually spend their holidays in pioneer camps, . . . ? 8. Pete's father worked at a mill, . . . ? 9. This book was not published in Leningrad, . . . ?

XII. Read the sentences and copy them. Translate the sentences into Russian.

1. When we got to the bottom of the mountain, it was quite dark. 2. The book on chemistry is on the bottom shelf. You may take it. 3. This lazy boy always sits at the bottom of the classroom. 4. I thank you from the bottom of my heart for all you have done for me. 5. At last the travellers climbed the top of the hill. 6. When we topped the hill we had a beautiful view. 7. Alec put the book on the top shelf. 8. The chair needs a new top.

XIII. Ask 'who', 'what' or 'where' questions to get information.

For example: Nick saw me at the top of the hill.— *Who else saw you at the top of the hill?*
Bob made a musical instrument.— *What else did he make?*
Mr. West has been to London.— *Where else has he been?*

1. He invited us to dinner. 2. I saw such jackets in our shop. 3. Our trip will depend on the weather. 4. Mike came late last night. 5. Ann agreed to go with us. 6. The agronomist has planted some apple-trees. 7. They planted some flowers in front of

the house. 8. I like to swim in this river. 9. Mother cooked meat and vegetables. 10. We can find such plants in that valley.

⊙ XIV. Listen and read after the speaker.

Scots, Edinburgh, Parliament, Westminster, the Navy, the Army, the Air Force, the Castle, Holyrood Palace, the Art Gallery, the University of Edinburgh, festivals, Sir Walter Scott, Robert Louis Stevenson.

⊙ XV. 1. Look at the map and listen to the speaker.

SCOTLAND

Scotland lies to the north of England. People who live in Scotland are Scots.

The capital of Scotland is Edinburgh, but Scotland has no separate Parliament, for the Scottish MPs (Members of Parliament) sit with the English ones in Westminster in London.

Edinburgh is not the largest city in Scotland. Glasgow, which has a population of over one million, is twice as large as Edinburgh.

Even so, Edinburgh remains the centre of the life of Scotland. Here are the administrative centres of the Navy, the Army, and the Air Force, the chief banks and offices; and the famous university.

Edinburgh, unlike Glasgow, has no large factories. Publishing is its well-known industry. It has been famous for its printers since the early years of the sixteenth century, when the first Scottish printing-press was set up within its walls. The publishing of books is today a very important industry. Much printing is done for London publishing houses, and there are many paper-mills near Edinburgh.

Edinburgh is a beautiful city. The first thing you see in Edinburgh is the Rock—the very large hill in the middle of the city, on which stands Edinburgh Castle. The Castle looks like a castle from a fairy-tale, and parts of it are more than a thousand years old. From the top of the Castle there is a beautiful view of the hill and the sea.

Besides the Castle there are many other interesting buildings, such as Holyrood Palace which is the old royal residence, the Art Gallery, the University of Edinburgh.

Edinburgh is famous for many things: its festivals (plays and music), its college of medicine, its museums and libraries, and for its writers Sir Walter Scott, Robert Louis Stevenson and others.

2. Answer the teacher's questions on the map.

3. Listen to the text and read it in a whisper after the speaker.

4. Read the text aloud.

3. Read the text 'Scotland' and choose the sentences in which you find the description of: 1) the geographical position of Scotland; 2) the political position of Scotland; 3) Edinburgh as an administrative centre; 4) Edinburgh as a cultural centre.
6. Read the text 'Scotland' and write out the sentences in which Edinburgh is described as a beautiful city.

XVI. Say what you have learnt about: 1) Scotland; 2) Edinburgh.

Read and learn the proverbs.

1. He that never climbed, never fell. — Не ошибается тот, кто ничего не делает
2. So many countries, so many customs. — Сколько стран, столько и обычаев

Supplementary Reader: 'Wales', 'The Pickwick Club' (I, II) by Ch. Dickens

V o c a b u l a r y

Air Force*	воздушные силы	Navy*	морской флот
Art Gallery*	картинная галерея	population	население
bank*	банк	publish	публиковать, издавать
bottom	дно; нижняя часть	publishing house	издательство
camp	лагерь; разбивать лагерь	royal residence*	королевская резиденция
go camping	выезжать на свежий воздух	set up	устанавливать
castle*	замок	since	с тех пор
century	век; столетие	steel	сталь; стальной
climb	подниматься, влезать; подъем, восхождение	top	вершина; верхний
coal	уголь	twice	дважды
college*	колледж	twice as large as	в два раза больше
else	еще	view	вид
fairy-tale*	сказка	within	в пределах; внутри
mill	фабрика, завод	wool	шерсть

Lesson Forty-Four **44** The Forty-Fourth Lesson

He said $\left\{ \begin{array}{l} \text{he lived there.} \\ \text{he had lived there.} \\ \text{he would live there.} \end{array} \right.$

(с. 344)

1. 1. Read the sentences, copy them and underline the verbs.

For example: I said that I was busy.

1. They said that they had a Komsomol meeting. 2. We thought that Oleg was at the station. 3. The doctor knew that

the child got ill. 4. The nurse said that the doctor was in the hospital. 5. She thought you were a mountain-climber. 6. Mother thought that the baby was sleeping. 7. I said that Pete and Mike were playing chess in the park. 8. He thought that I was waiting for Mary. 9. We knew that the boys were angry with us. 10. Igor said you often quarrelled.

2. Use the right form of the verb.

1. Mike said that he often (*watch TV*). 2. Ann said that she always (*forget*) something at home. 3. She remembered that they (*leave*) for Tomsk. 4. We knew that the boy (*be interested*) in history. 5. Mike said that he (*collect*) insects. 6. The teacher thought that these boys (*live*) in the nearest village. 7. I thought that Ann (*help*) her parents about the house. 8. John said that he sometimes (*rest*) there. 9. I knew that they (*like*) this thick forest. 10. We knew that the children (*study*) the life of birds.

3. Complete the sentences.

1. Nick said that . . . 2. I thought that . . . 3. We were sure that . . . 4. My brother forgot that . . . 5. The workers thought that . . . 6. The collective farmers knew that . . . 7. The villagers said that . . . 8. The mechanic remembered that . . . 9. The driver said that . . . 10. I was afraid that . . .

- ⊙ II. 1. Listen to dialogue 43 and then repeat it after the speaker.

DIALOGUE 43

A: Pete refused to come to our party last Saturday.

B: Did he give a reason?

A: He said he wasn't quite well.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Dramatize the dialogue.

- ⊙ III. 1. Listen to dialogue 44 and then repeat it after the speaker.

DIALOGUE 44

A: Tom is going to become a teacher¹ of history.

B: How do you know?

A: He told me so himself.

B: What did he tell you?

A: He told me he was going to study² history.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4* *. Replace the phrases in bold type with those given in columns:

1	2
a teacher of English	to work hard at his English
a mechanic	to study physics and mathematics
a driver	to drive a car
a vet	to study biology

5. Make up a dialogue of your own.

IV. 1. Read the sentences, copy them and underline the verbs.

For example: I said that I had been busy last Sunday.

1. The teacher said that he had received a letter from his friend. 2. I knew that the Petrovs had lived in Elino. 3. He forgot that he had had his supper. 4. Mary remembered that she had put the book on the top shelf. 5. We thought that they had invited you. 6. He said that he had planted an apple-tree near the windows. 7. The woman said that they had bought a cow. 8. The man told us that he had been to Scotland. 9. The villagers told us they had gathered a lot of berries last year. 10. I told Mike that I had received a 'five' in chemistry.

2. Use the right form of the verb.

1. Mother said that she (*cook*) dinner. 2. The people told me that the train (*arrive*). 3. I was sure that you (*decide*) to stay in the village. 4. The boys said that the ice (*melt*). 5. The old woman said that she (*take care*) of Sasha. 6. She told us that all of them (*get*) wet through. 7. We were sure that Nick (*spend*) his holidays in a pioneer camp last summer. 8. She said that she (*take part*) in that work. 9. Ann told us that she (*meet*) the vet on her way home. 10. I knew that he (*promise*) not to touch your papers.

3. Complete the sentences.

1. I said that ... had ... 2. We thought that ... had ... 3. Mother was sure that ... had ... 4. They forgot that ... had ... 5. The collective farmers told us that ... had ... 6. Pete remembered that ... had ... 7. We decided that ... had ... 8. I was sure that ... had ... 9. We were afraid that ... had ... 10. They told us that ... had ...

V. 1. Listen to dialogue 45 and then repeat it after the speaker.

DIALOGUE 45

A: I met Lida last Friday. We had a long talk.
B: What did she tell you?
A: She told me that she had been to town.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
4. Continue the dialogue. Think what else she could say.

VI. 1. Read the sentences, copy them and underline the verbs.

For example: *I said that I should be busy next Saturday.*

1. Mary said that she would bring fresh flowers to school. 2. We were sure that the teacher of maths would ask Pete. 3. The driver said that he wouldn't go to the farm. 4. The postman said he would come earlier next time. 5. The nurse told me that the doctor would return soon. 6. Nick knew that he would receive a 'two' in English. 7. We thought that the mountain-climbers wouldn't climb that top. 8. I said that I should be late for the train. 9. We thought we should go swimming. 10. I was afraid I should leave my new umbrella somewhere.

2. Use **would** or **should** in the following sentences.

1. The pioneers said that they . . . help the collective farmers. 2. We knew that we . . . come in time. 3. Pete forgot that we . . . have a meeting at four. 4. I told them that I . . . make a change in our plan. 5. We decided that we . . . go camping. 6. I was afraid that it . . . rain. 7. He said that he . . . devote his poem to Ann. 8. He said that his mother . . . be pleased with his work. 9. We told the teacher we . . . not miss the lessons. 10. He thought that I . . . admire his picture.

3. Complete the sentences.

1. She knew that . . . 2. They were sorry that . . . 3. He thought that . . . 4. I forgot that . . . 5. My younger sister thought that . . . 6. The wife knew that . . . 7. The man said that . . . 8. I was afraid that . . . 9. They decided that . . . 10. We told the teacher that . . .

⊙ VII. 1. Listen to dialogue 46 and then repeat it after the speaker.

DIALOGUE 46

A: Mike has just telephoned me.

B: What did he say?

A: He said he **would come soon**.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the phrases in bold type with those given in the column:

wouldn't come at all
would go to town with his father
would help me with my maths
would go to the library tonight

5. Make up a dialogue of your own (work in pairs).

VIII. Read and ask 'what' questions for the classmates to answer.

F o r e x a m p l e: He said he would be late.— *What did he say? He would be late.*
He told me he wouldn't come.— *What did he tell you? He wouldn't come.*

1. They said they had visited the museum.
2. The children told their mother they would have a meeting after school.
3. He told us he couldn't swim in cold water.
4. She said she had not slept last night.
5. I told Mary that we should organize a school theatre.
6. Nick said he had promised to work hard.
7. We said that we should get there by bus.
8. They told us they had included you in that group.
9. Mike said he promised not to miss lessons.
10. They told us that they had listened to a fine music.

IX. Read the international words and find the Russian equivalents of some of them:

expert ['ekspə:t], **hectare** ['hektə:], **kilometre** ['kilə,mi:tə], **medicinal** [me'disɪnəl], **million** ['mɪljən], **per cent** [pə'sent], **planet** ['plænit], **potential** [pə'tenʃəl], **process** ['prəuses], **Russian Federation** ['rʌʃn ,fedə'reɪʃn], **situation** [ˌsɪtju'eɪʃn], **territory** ['terɪtəri], **republic** [rɪ'pʌblɪk].

Российская Федерация, специалист (эксперт), республика, гектар, целебный (лечебный), возможный (потенциальный), территория, процент, планета, процесс.

X. a) Read with the teacher and study the use of the new words.

among, among the people, among the trees, among the hills;
The village was among the hills. Andrew Sedov was glad to be among his friends again.

success, be a success; The concert was a success. I am sure our plan will be a success.

last, lasted; How long will this wet weather last? The lesson lasts 45 minutes.

celebrate, celebrated; We celebrate the Women's Day on the 8th of March. Soviet people celebrate New Year.

anniversary; The anniversary of the Great October Socialist Revolution is celebrated in November.

competition, socialist competition; The state farm 'Iskra' is in competition with the state farm 'Zarya'. We take part in socialist competition. Last year we won in socialist competition.

honour, to win honour in battle, to have the honour to, in honour of; They gave a dinner in honour of the Soviet delegation.

labour, Labour Party; John Brown is a member of the Labour Party.

independence; Colonial countries fight for their independence.
peace, to fight for peace; Young people of the world want
to live in peace.

effort, efforts; Please, make an effort to come. I'll make every
effort to help you. It doesn't need much effort.

progress, make progress; You have made progress in English.
scientist, scientists; I. P. Pavlov was a great scientist.

war, the World War; Chapaev was a hero of the Civil War.

youth; 'Youth' means 'young people'; the youth of the world,
youth festivals.

b) Read Ex. X a) and copy the sentences. Underline the new words.

XI. Fill youth, war, among, peace, celebrate, anniversary, competition, scientist, success, honour, progress in:

1. Oleg has many friends . . . the classmates. 2. The film was
a . . . , all the villagers saw it. 3. Ann is going to . . . her birth-
day next Saturday. 4. We all took part in socialist 5. On
the 7th of November the Soviet people . . . the . . . of the Great
October Socialist Revolution. 6. The Soviet Union was at . . .
with Germany for four years (1941—1945). 7. The peoples of
our country want to live in . . . with other countries. 8. The
Soviet . . . take part in international festivals. 9. Newton is
a great English 10. The Indian Government gave a lunch
in . . . of the President. 11. The teacher of English was pleased
with the . . . of the pupils.

XII. Arrange the words in pairs of opposites.

Finish, thin, forget, peace, buy, early, remember, war,
thick, sell, late, start.

XIII. Ask your classmates: 1) whether they have friends among classmates or vil-
lagers, who and what they are; 2) to name the pupils who have good progress
in English (literature, mathematics, physics, chemistry, history and other
subjects); 3) to say what holidays we celebrate in our country; 4) to name
a scientist and say a few words about him.

XIV. 1. Read the title of the text, look through the text and say what the text is
about.

2. Read the text. Look through the vocabulary below, find the answers to the
following questions in the text 'Russian Field' and give them in writing:
1) What is the area of the Russian Federation? 2) Dry land covers 11 per
cent of the country's territory, doesn't it? 3) What does Russia's agricul-
tural lands occupy? 4) What situation do the farmers of Russia have for
agriculture? 5) What is said about the agricultural possibilities of the
Russian fields?

Area — площадь; dry land — суша (dry — сухой); beyond — за; the
polar circle — полярный круг; occupy — занимать; triangle — тре-
угольник; strip — полоса; taken as a whole — (взятый) в целом; fa-
vourable — благоприятный; to the full — полностью.

RUSSIAN FIELD

The area of the Russian Federation, the biggest union republic of the USSR, is 17 million square kilometres. It covers three quarters of the country's territory or 11 per cent of all the Earth's dry land. But when you look at this region of the planet on colour photographs taken from outer space you cannot see any fields. The first thing that catches your eye is the tundra. It lies beyond the polar circle—almost 11 million square kilometres, 64 per cent of the republic's land area. The next thing you see is forest—the taiga, and the very large forests of the European North that come close to Moscow, the capital of Russia. Where are the fields?

Russia's agricultural lands occupy a small triangle in the southern half of its European part and a long strip of 219 million hectares in the south of the Asian part. This is four times the size of France. It is not a small area but the climate in the main part of the republic's agricultural lands is moderate or cold, and only a small part along the banks of the Don, the Volga, and the Kuban is situated at the same latitude as the Dakotas and Wisconsin in the United States.

The experts agree that the bioclimatic potential of the agricultural zone of the Soviet Union, taken as a whole, is half that of Western Europe and the United States. So it is clear that the farmers of Russia have a less favourable situation. Still, half the gross agricultural production of the Soviet Union comes from the Russian Federation.

Nevertheless, the agricultural possibilities of the Russian fields should be used to the full.

(Adapted from the 'Soviet Life', March 1982)

XV. Read the text 'Medicinal Plants' and translate it into Russian in writing.

MEDICINAL PLANTS

The interest of people in medicinal plants is quite understandable, plants are very useful. They are less toxic than chemical drugs. One-third of drugs produced in the Soviet Union is made of plants. The cultivation of medicinal plants has become a highly mechanized field of agriculture. Instead of collection of wild plants experimental stations grow them.

Turning wild plants into cultivated ones is a long process. It covers up to ten years.

(Adapted from 'Soviet Land', February 1984)

Read and learn the proverb.

Second thoughts are the best.— Вторые мысли — самые лучшие (т. е. не следует верить первым впечатлениям).

Supplementary Reader: 'A Poem' by John Masefield, 'The Pickwick Club' (III, IV) by Ch. Dickens

V o c a b u l a r y

among	среди	latitude*	широта (геогр.)
anniversary	годовщина	liberation	освобождение
celebrate	праздновать	moderate*	умеренный
chemical*	химический	national	национальный
competition	соревнование	peace	мир
delegate	делегат	progress	прогресс; успехи
delegation	делегация	make progress	делать успехи
demonstration	демонстрация	scientist	ученый
discussion	дискуссия, спор	situated	расположенный
drug*	лекарство	be situated	быть расположенным, находиться
effort	усилие	social	общественный, социальный
farmland*	сельскохозяйственные угодья	socialism	социализм
gross*	валовой	success	успех
honour*	честь; слава	be a success	иметь успех
imperialist	империалистический	war	война
independence	независимость	youth	молодежь; молодость
labour	труд; работа		
last	продолжаться, длиться		

Lesson Forty-Five

45

The Forty-Fifth Lesson

A broken cup was on the floor.
(с. 351)

I. Read and copy the following sentences. Underline the Past Participle.

1. I like boiled potatoes. 2. Pieces of broken glass were seen everywhere. 3. Tied to the tree the goat couldn't run away. 4. We stopped before a shut door. 5. This is the house built several hundred years ago. 6. The letter written by my father was on the table. 7. She put a plate of fried fish in front of each. 8. The jacket bought for Nick is too small for him. 9. The man showed us the horse called 'Beauty'. 10. Nobody saw things kept in this box.

II. Use the Past Participle in the following sentences.

1. The book (*write*) by this scientist is very interesting. 2. We could not see the sun (*cover*) by dark clouds. 3. The coat (*buy*) at the new shop is really nice. 4. Name some places (*visit*)

by you last year. 5. Yesterday we were at the meeting (*organize*) by the pupils of the 10th form. 6. I'll show you the picture (*paint*) by Gerasimov. 7. His hat (*blow*) off by the wind was lying in the middle of the street. 8. I like the flowers (*bring*) by Nick.

III. a) Read with the teacher and study the use of the new words.

count, counted; Please, count from one to twelve.

feel (felt); I felt cold. Mother felt the daughter has told the truth.

reach, reached; When we reached the top of the hill the sun was high in the sky. Please, reach me that book on the top shelf.

dream, dreams; It was his dream to go to the North. My grandmother likes to tell us about her good and bad dreams; **dream, dreamed;** He often dreams. The old sailor dreamed that he was at sea.

release, released; 'Release' means 'set free'; **release;** After his release John Brown went to his native town.

express, expressed; Let me express my thought. I find it difficult to express my meaning in words. He could not express what he felt; **expression;** We don't understand this expression. Please, explain it to us. Read the poem with expression, Nick.

dead; The animal was dead. The man had killed it.

fly (flew, flown), birds fly, bees fly; The plane flew from Moscow to Vladivostok.

b) Read Ex. III a), copy the sentences and underline the new words.

IV. Read and remember:

feel—felt—felt fly—flew—flown

Use the necessary word.

Mother . . . that the child got ill. What do you . . . when you touch ice? The boy hasn't . . . sorry. The airplane has just . . . to London. The blue birds always . . . in our garden. You can see them flying in the air.

V. Read the statements. Ask 'who' and 'why' questions for your classmates to answer.

F o r e x a m p l e: She goes about in a dream.

*Who goes about in a dream? — Nelly does.
Why does she go about in a dream? — I think she goes about in a dream, because she is so happy. They have a new flat and Nelly has a room of her own.*

1. She lives in a dream. 2. His holiday by the sea was like a dream. 3. She saw you in a dream. 4. He couldn't reach the top

shelf 5. They couldn't reach Tomsk at 6 o'clock p.m. She wanted to reach the town by 2 o'clock. 6. He has released the insect. 7. It returned 'home' after its release. 8. She cannot express her thoughts. 9. He does not understand this expression.

VI. Fill dead, express, expression, released, dream, reach, dreamt, felt in:

1. Some boys . . . of becoming sailors. 2. The travellers . . . cold, hungry and tired. 3. She . . . she was a doctor and everybody loved her, because she was kind to people. 4. The child was too small to . . . his mother's hand. 5. Nick . . . the bee he had caught. 6. They took the . . . body and put it into the car. 7. Though he was very happy, he couldn't . . . in words what he felt. 8. Will you translate this . . .? We don't understand it.

VII. a) Read with the teacher.

hurry, be in a hurry; Don't hurry. We have time enough to catch the train. He is in a hurry. She is in a hurry to leave. Why are you in such a hurry?

narrow, a narrow street, a narrow bridge; Streets in the old part of the town are narrow.

bridge, bridges; They are going to build a new bridge across the river.

across, across the street, across the river, across the road; There is a forest across the field.

loss, losses; The loss of so many ships worried them. They worked without any loss of time. The collective farmers have gathered their crop without losses.

destroy, destroyed; Don't destroy this box, I shall use it. The king was beaten and his army was destroyed.

luck, good (bad) luck; I had the luck to find him home. He never has any luck.

lucky; Some people seem to be always lucky. You are lucky, Nick, you have won the game.

situated, be situated; The village is situated in a valley.

fix, fixed, to fix a shelf to a wall, to fix one's hair.

mix, mixed; You can't mix milk with water. We sometimes mix business with pleasure.

lift, lifted; The boy couldn't lift the box. It was too heavy.

invade, invaded; invaders; The Romans invaded the city.

The German invaders destroyed villages and towns.

burn (burnt); We burn coal in stoves. The house was burnt down.

prison, prisons; The prisoner was released from the prison.

palace, Winter Palace; Winter Palace was the residence of Russian tzars.

fortress; An old town often served as a fortress.

b) Read Ex. VII a), copy the sentences and underline the new words.

VIII. Read the words following the rules of reading.

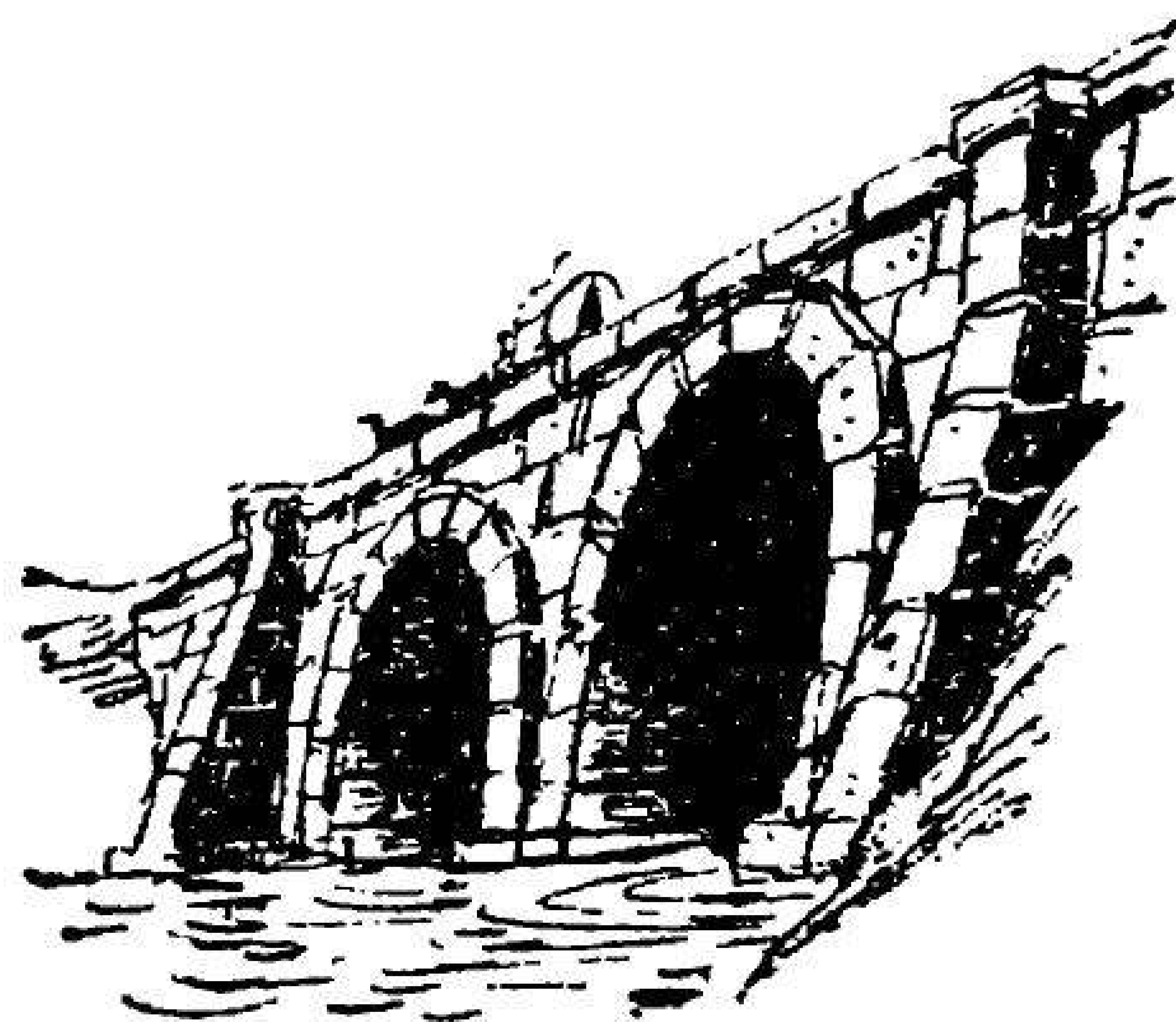
[ə:]	[ks]	[ei]	[au]	[ou]
nurse	box	state	house	phone
Thursday	fix	invade	count	telephone
turn	mix	invader	found	stone
burn	express	grain	round	stones
burnt	expression	raven	proud	own

IX. a) Make up sentences to correspond to real situations.

<p>1. The village The town The Palace of Culture The state farm The pioneer camp</p>	<p>is was</p>	<p>situated</p>	<p>among the mountains. on a beautiful hill. on the bank of the lake. near a narrow but nice river. in the forest. in the valley. on the Chernaya River.</p>
<p>2. Don't hurry, Please, hurry,</p>	<p>we have little time to get there. the driver will wait for us. it is so dark I can see nothing. the train starts at 5 o'clock. he is waiting for us. they will not leave without us. I can't walk fast on the ice.</p>		

b) Write 2—4 sentences on each of the tables.

X. Look at the pictures and speak on each using the words and phrases given below.



... across the river ...
... made of stone ...
... built many years ago ...



... is situated on a high hill.
... made of stone.
... fought against invaders.
... serve as a museum.



... Winter Palace ...
 ... was the residence of
 tzars ...
 ... the museum ...
 ... visited by people ...

... a lot of amusements.

XI. Use **-ment** to form the words.

F o r e x a m p l e: improve — улучшать; *improvement* —
улучшение.

Develop, amuse, achieve, engage, arrange.

XII. Complete the sentences.

F o r e x a m p l e: One who works is a—*One who works
 is a worker.*

1. One who destroys is a
2. One who prints is a
3. One who makes a photograph is a
4. One who climbs mountains is a
5. One who owns a bank is a
6. One who publishes books is a
7. One who invades is an
8. One who dreams is a

XIII. Extend the sentences with the words given in brackets.

1. This is a street (narrow, old, where we lived in 1965).
2. This is a school (state, big, where Boris studies).
3. We are in a part of London (central, and most beautiful, where only rich people live).
4. They saw a body (dead, near the road).

XIV. Read the sentences and say whether the word in bold type is a verb or a noun.

1. There is a **lift** in our house. I can't **lift** this box.
2. Very little **remains** after the fire. The **remains** of meal were left on the table.
3. I **dream** of going to the sea. My **dream** is to go somewhere.
4. Don't **release** the fly. After **release** the man went home.
5. He has a **telephone** at home. Will you **telephone** Mike? He will be glad to hear you.

- XV. 1. Read the text silently and find the answers to the following questions:
1) Who gave the city its name? 2) What is the oldest part of London?
3) What is the most fashionable part of London? 4) Why are the City and
the West End the heart of London? 5) What is the Tower of London?

- ⊙ 2. Listen to the text and read it in a whisper after the speaker.

MORE ABOUT LONDON

London is the capital of England, the capital of Great Britain, and the capital of the United Kingdom. It is the largest town in Europe and one of the oldest towns in the world. The old Celts gave it its name, the Romans made it the centre of their new colony, the Germanic invaders tried to burn and to destroy it, the victorious Normans made it the capital of the country.

The central part of London is full of historical remains. Nearly every building, every bridge, every street, palace, house, and stone—each of them has its own story, its own past. In London past and present are so mixed together that they cannot easily be separated and when you are in London you see the past in the present and the present in the past.

The oldest part of London is called the City. In the City the streets and pavements are very narrow and the traffic is very heavy on week-days. That is because the most important London firms and banks have offices there. But at week-ends the City is almost dead.

The most fashionable and the most expensive part to live in is the West End. It is situated between the City and Hyde Park. The City and the West End are the heart of London; they are the parts which everybody who comes to London must see and wants to see, because they are more interesting than any other part of London. All the most interesting buildings, shops and offices are situated here.

The Tower of London, the Bank of England, the Mansion House where the Lord Mayor lives, the Law Courts, and many interesting old churches are situated in the City. The Houses of Parliament with Big Ben, Westminster Abbey, the National Gallery and many theatres and good shops are in the West End.

London has many bridges over the Thames, more than twenty, but the most interesting of them all is the Tower Bridge situated near the Tower of London.

The Tower of London is an old castle, with high walls, high towers, small windows and large gardens. Once it was a royal residence, a strong fortress and a state prison. Here many important people, among them two wives of Henry VIII, were imprisoned and beheaded.

London is the most important industrial centre in Britain. As the oldest capitalist country, Britain reflects all the contradictions of imperialism. Britain's ruling class tries to make business at the expense of the British working class. This policy has brought great hardships to the British people.

3. Read the text and choose the words and expressions you need to speak about: 1) London as a capital; 2) the history of London; 3) the City; 4) the West End; 5) the bridges of London; 6) the Tower of London.
4. Speak about London. You may use Task 3 as a plan.
5. Say everything you know about London (See p. 122.)

- ⊙ XVI. 1. Look at the pictures and listen to the speaker.
2. Read after the speaker.
3. Say what you have learnt about the British Museum Library.
4. Look at the picture and tell your classmates about Karl Marx and V. I. Lenin as the readers of the British Museum Library.

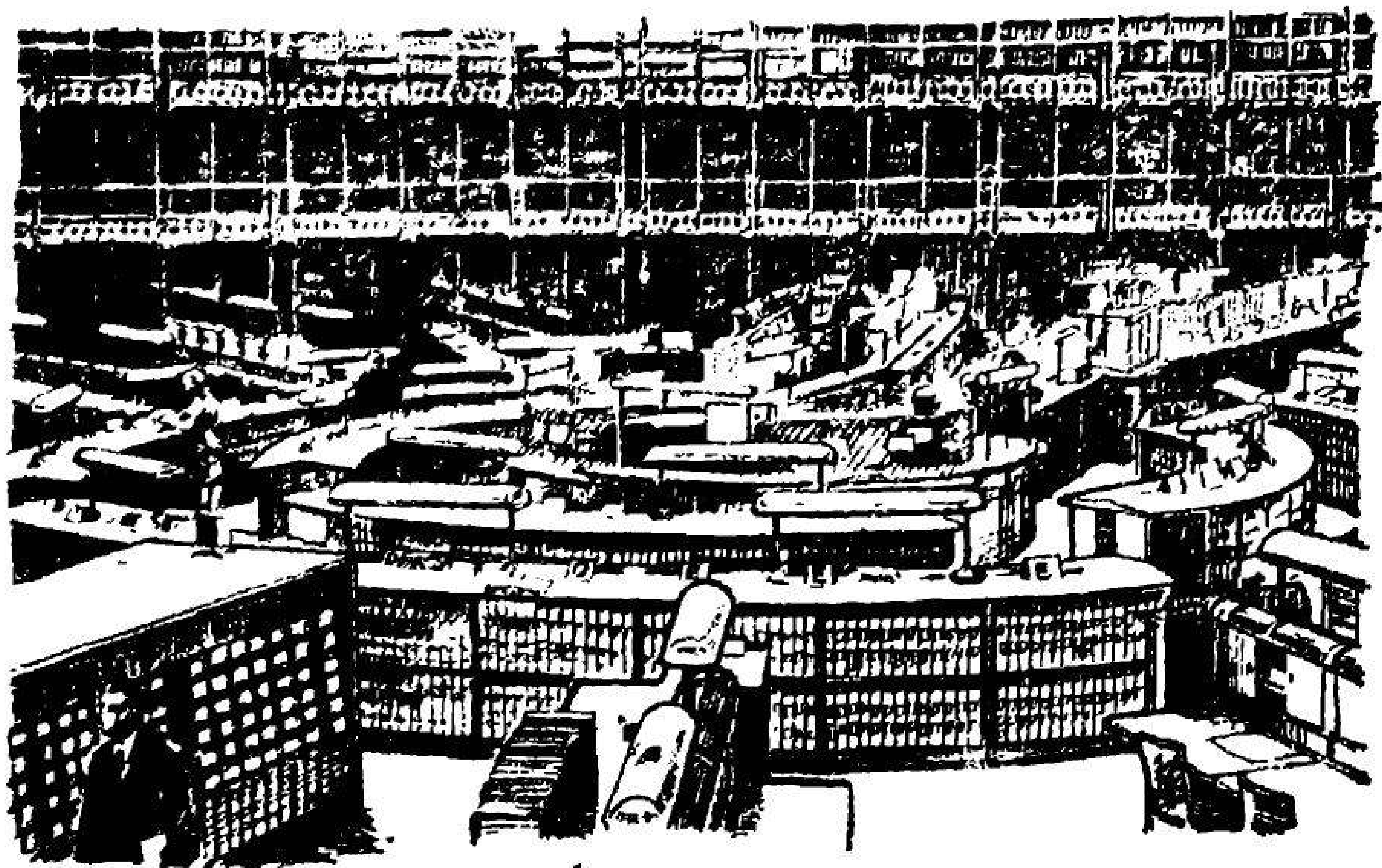
THE BRITISH MUSEUM LIBRARY

Here is the British Museum Library. It is famous all over the world.

The most distinguished readers of the British Museum Library were Karl Marx and V. I. Lenin.

It was here that Karl Marx studied most of the material for 'Capital' and wrote it down.

When V. I. Lenin visited London, he worked hard at the British Museum Library. And in May, 1908, when V. I. Lenin was writing 'Materialism and Empiriocriticism' in Switzerland, he came to London to read the works of the English physicists and philosophers of the nineteenth century.



Read and learn the proverb.

Easier said than done. — Легче (может быть) сказано, чем сделано.

Supplementary Reader: 'Two Gifts' by O. Henry

Vocabulary

across	через	incident*	случай, происшествие, инцидент
at the expense of*	за счет	invade	вторгаться; захватывать
bridge	мост	lift	лифт, подъемник; поднимать
burn (burnt)	гореть; сжигать	loss	потеря; убыток
castle*	замок	luck	удача; счастье; судьба
contradiction*	противоречие	lucky*	счастливый, удачный
count	считать	mix	смешивать
dead	мертвый	mix up	путать
destroy	разрушать; уничтожать	narrow	узкий
dream	сон; мечта; мечтать; видеть сон, сниться	once	однажды
express	выражать	palace	дворец
expression	выражение	prison	тюрьма
fashionable*	модный; светский	reflect*	отражать
feel (felt)	чувствовать	reach	достигать; доставать
firm*	фирма	release	освобождать, отпускать; освобождение
fix	укреплять	royal residence*	резиденция королей
fly (flew, flown)	летать	stone	камень
fortress	крепость		
historical	исторический		
hurry	торопиться, спешить		
imprisoned and beheaded*	заключены в тюрьму и обезглавлены		

Lesson Forty-Six

46

The Forty-Sixth Lesson

We looked at the playing children.
He came into the room smiling.
I saw him running.

(c. 351)

I. Read and copy the sentences. Underline the Present Participle.

1. Look at the dancing girl. She is Anna's daughter. 2. The tall thin man standing near the bookshelf is our teacher of history. 3. The man playing that musical instrument is Nick's grandfather. 4. Entering the room, I switched on the electric

light. 5. Arriving at the station, we learnt the train had already gone. 6. Looking out of the window, the woman saw her son. 7. Hearing a noise, we stopped talking. 8. A man went into the office, leaving the door open. 9. The running water carried the boat away. 10. We heard them singing a nice song.

II. Ask 'why' questions for your classmates to answer.

For example: The boy came into the room jumping.—
Why did the boy come into the room jumping? I think, he came into the room jumping, because his football team had won the game.

1. Ann entered the room singing. 2. The boy came dancing. 3. Mike and Pete stood talking loudly. 4. The child ran to his mother crying. 5. Alec sat talking to his dog. 6. The woman came into the room smiling.

III. a) Make up sentences. Pay attention to intonation.

1. We saw	a sleeping child (a group of dancing girls, two fighting boys, a smiling girl, running children, playing boys, a skating man, a skiing woman, working bees).		
2. Do you know	<table border="1"> <tr> <td data-bbox="707 1767 1090 2195"> the man the woman the boy the girl the old man the child the people </td> <td data-bbox="1090 1767 1847 2195"> standing near that window? talking to our teacher? lying on the grass there? walking through the park? waiting for the driver? sitting there? helping the mechanic? </td> </tr> </table>	the man the woman the boy the girl the old man the child the people	standing near that window? talking to our teacher? lying on the grass there? walking through the park? waiting for the driver? sitting there? helping the mechanic?
the man the woman the boy the girl the old man the child the people	standing near that window? talking to our teacher? lying on the grass there? walking through the park? waiting for the driver? sitting there? helping the mechanic?		
3. I don't know	<table border="1"> <tr> <td data-bbox="707 2218 1090 2673"> the man the woman the boy the girl the pupil the student the teacher </td> <td data-bbox="1090 2218 1847 2673"> sitting in an arm-chair. talking to our teacher. speaking over the telephone. carrying a chair. standing near the wall. waiting for a bus. refusing to go there. </td> </tr> </table>	the man the woman the boy the girl the pupil the student the teacher	sitting in an arm-chair. talking to our teacher. speaking over the telephone. carrying a chair. standing near the wall. waiting for a bus. refusing to go there.
the man the woman the boy the girl the pupil the student the teacher	sitting in an arm-chair. talking to our teacher. speaking over the telephone. carrying a chair. standing near the wall. waiting for a bus. refusing to go there.		

4. I We	saw	Bob him the girl Kate the children them her	playing in the garden (cooking pudding, making tea, buying sweets, cleaning shoes, feeding pigs, milking cows, washing plates, lying on the grass).
5. He Ann They	heard	me us the children the collective farmers the workers	talking loudly near the shop (speaking at the meeting, singing, saying "Good-bye", calling for help).
6. I We Nick The mother	watched		the cats quarrelling (the cocks fighting, the horse running, the goats playing, the cows drinking water from the pool, the sheep running from the dog, the hen walking with its chickens, the bee sitting on a flower, the fly getting into the milk, some insects sitting in the grass).

b) Write 2—3 sentences on each of the tables.

IV. Join the sentences using the **Present Participle**.

F o r e x a m p l e: I saw a baby. It was sleeping. — *I saw a sleeping baby.*

1. They saw children. They were playing. 2. He saw a man. He was swimming. 3. I talked to a woman. She was making tea. 4. I looked at a girl. She was skating. 5. We came up to the boys. They were quarrelling.

V. Join the sentences using the **Complex Object**.

F o r e x a m p l e: I saw the baby. It was sleeping. — *I saw the baby sleeping.*

1. He saw me. I was working in the garden. 2. We saw the collective farmers. They were returning from the field. 3. They

watched us. We were skating on the ice. 4. I heard Ann. She was singing. 5. We hear a child. It is crying. 6. They watched the boys. They were playing chess. 7. I watched my brother. He was fixing a shelf to the wall. 8. The children watched their friends. They were playing basket-ball. 9. We saw a lot of cars, lorries and trams. They were moving slowly along the street. 10. I heard Pete. He was answering the teacher's question.

- VI. 1. Read 'The Five Senses' silently to understand it. Use the words given below.

THE FIVE SENSES¹

What a joy ² for a boy	And fields damp after show-
To see the blue sky,	ers; ⁷
And the clouds sailing by; ³	To taste chocolate and sweets,
To hear the bells ringing, ⁴	And the good things he eats;
Children laughing ⁵ and sing-	To touch these cold fountains, ⁸
ing;	The springs ⁹ in the moun-
To smell ⁶ the fresh flowers,	tains.

- ⊙ 2. Listen to the poem 'The Five Senses' and then read it after the speaker.
3. Read 'The Five Senses' with the teacher aloud to learn it by heart.

- VII. a) Read with the teacher and study the use of the new words.

joy; We heard with joy that the dog was still alive. Children jumped for joy.

smell (smelt); I don't smell anything. There is a smell of cooking. Take a smell of this egg. I like the smell of these flowers.

memory, memories, a good (bad) memory, speak from memory; write from memory; Pete has a good memory.

mind, keep in mind; 'Keep in mind' means 'keep in the memory'.

diary [ˈdaɪəri], diaries; A diary is a book in which we write what we do and think.

human, a human body, a human mind, a human being.

laugh, laughed; We laughed and talked a lot.

bell; The bell rings and the lesson begins. Has the bell rung?

sail, sailed; The ship sailed slowly to the port.

taste, tasted; She tasted the soup and said it was ready.

- b) Read Ex. VII a), copy the sentences and underline the new words.

¹ The Five Senses — Пять органов чувств

² joy — радость

³ sailing by — плывущие мимо

⁴ bells ringing — колокольчики звенящие

⁵ laughing — смеющиеся

⁶ smell — ощущать запах

⁷ showers — сильные дожди

⁸ fountains — фонтаны

⁹ springs — родники, ключи

VIII. Read the words following the rules of reading.

[dʒ]	[ou]	[æ]	[au]	[e]
June	own	carry	thousand	sentence
July	owner	carrot	south	member
January	slowly	family	round	remember
jacket	show	language	mountain	memory
just	grow	languages	mountains	bell
joy	grown	damp	fountain	smell
join	grown-up	sang	fountains	smelt

IX. Read, copy and remember:

smell—smelt—smelt

Use the right form of the verb.

1. He (*smells, smelt*) the fish and said that it was not fresh.
2. We (*smell, smelt*) with our nose.
3. Will you (*smell, smelt*) the flowers?
4. The dog (*smells, smelt*) the man and did not touch him.

X. Extend the sentences gradually. You may change something in the sentences to correspond to real situations.

F o r e x a m p l e: I touched the dog.— *I touched the black dog. I touched the big black dog. I touched the big black dog sitting beside me.*

1. Ann smelt the flowers (fresh, beautiful, brought from the garden).
2. Dima has a memory (good, very).
3. I tasted an apple (big, red, from your orchard).
4. We heard a bell (ring, somewhere, in the field).
5. They saw clouds (sailing by, high in the sky).
6. There is a fountain (cold, beautiful, in the park).
7. The grass was damp (green, when I touched it).
8. The children laughed (and talked, walking along the street).
9. Nick has learnt a poem (long, by heart).
10. We joined them (soon, in the forest).

XI. Use -ly to form the adverbs.

F o r e x a m p l e: slow — медленный; *slowly* — медленно

Easy, real, beautiful, cold.

Choose the necessary word in the sentences.

1. The day was (*cold, coldly*). He looked at me (*cold, coldly*) and passed by.
2. It was a (*beautiful, beautifully*) song. Mary sang the song (*beatiful, beautifully*).
3. This exercise is (*easy, easily*). You can (*easy, easily*) find the way to the station.
4. What do you (*real, really*) think about it? Is this (*real, really*) gold or something made to look like it?

XII. Use **always** or **almost** in the sentences.

Remember: *always*—*всегда*; *almost*—*почти*

1. I . . . switch off the radio when I do my homework.
2. Ann . . . quarrels with her little sister.
3. She is . . . sixteen.
4. The ice . . . melted. Soon we can go down the river.
5. Nick . . . wears a grey uniform.
6. Mike . . . promises much and does little or . . . nothing.

XIII. Give the three forms of the verbs.

Feel, smell, hear, see, do, carry, join.

XIV. Give the plural of the nouns.

Memory, language, photograph, diary.

XV. Read the sentences and say what part of speech the word in bold type is. Translate the sentences.

1. I don't like the **smell** of the fish, it is not fresh. **Smell** the coffee. It is wonderful.
2. Nelly has a good **taste**. **Taste** the pudding. I cooked it myself.
3. **Promise** me not to miss your lessons. She always keeps her **promise**.

XVI. Ask 'tail' questions.

1. The boy has a bad **memory**, . . . ?
2. You can keep a lot of words in your **memory**, . . . ?
3. We **laughed** a lot, . . . ?
4. He never **laughs** with other people, . . . ?
5. The children **danced** for joy when they saw their father, . . . ?
6. You like the **smell** of these flowers, . . . ?

XVII. Ask 'when' or 'where' questions to get more information.

1. Mike and Pete **joined** us.
2. Pete's mother **joined** the Communist Party.
3. The friends **were laughing**.
4. She **tasted** the porridge.
5. The human beings **appeared**.
6. The woman **smelt** the flowers.
7. We **heard** a wonderful music.
8. I **tasted** your jam.

© XVIII. 1. Listen to dialogue 47 and then repeat it after the speaker.

DIALOGUE 47

- 1
A: What's that girl's name?
- 2
B: Do you mean the one **sitting there**?
- A: Oh, yes, that's the one.
- B: Let me see . . . It'll come back to me in a moment.
- A: Don't tell me you've forgotten it.

B: It just went out of my mind.

A: Think hard, will you? You must remember.

B: I've got it at last! ³ Caroline!

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words or phrases in bold type by those given in columns:

1	2	3
old man's	standing near the door	Mr. Wilson
lady's	talking to Mr. West	Lady Hamilton
gentleman's	smelling the flowers	Mr. Jackson

5. Make up a dialogue of your own.

- XIX. 1. Read the text 'Learning by Heart' and write out sentences which you think are the most important in the text.
2. Use the sentences you have written out of the text to speak about learning by heart.

LEARNING BY HEART

Some people have good memories, and can easily learn quite long poems by heart. But they often forget them almost as quickly as they learn them. There are other people who can only remember things when they have said them over and over, but when they do know them they don't forget them.

Charles Dickens, the famous English author, said that he could walk down any long street in London and then tell you the name of every shop he had passed. Many of the great men of the world have had wonderful memories.

A good memory is a great help in learning a language. Everybody learns his own language by remembering what he hears when he is a small child, and some children who live abroad with their parents seem to learn two languages almost as easily as one. In school it is not so easy to learn a second language, because the pupils have so little time for it, and they are busy with other subjects as well.

The best way for most of us to remember things is to join them in our mind with something which we know already, or which we easily remember because we have a picture of it in our mind. That is why it is better to learn words in sentences, not by themselves; or to see, or do, or feel what a word means when we first use it.

The human mind is rather like a camera, but it takes photographs not only of what we see but of what we feel, hear, smell and taste. When we take a real photograph with a camera, there is much to do before the photograph is finished and ready to show to our friends. In the same way, there is much work to be done before we can make a picture remain for ever in the mind.

Memory is the diary that we all carry about with us.

XX. a) Answer the questions:

1. Have you a good or bad memory?
2. Can you easily learn by heart or can you remember things when you say them over and over?
3. What ways do you use to remember things?
4. How do you learn English words and sentences?

b) Speak about your memory and the ways you use to remember things. Use Ex. XX a).

XXI. a) Study the ways the English people write letters. Here is a letter of a son to his parents.

Dear Father and Mother,

You asked me to write and tell you what happens at school. We get up early, and have breakfast. Then we do physical training, and after that we start our lessons. We have a break in the middle of the morning and then we work till dinner-time. We have lessons in the afternoon, and after tea we do various things such as gardening or games. I play football and I like it very much. In the evening we do our preparation in the classroom.

I like school very much.

Love from
Martin

Note: Martin is away from home. He studies and lives at school. Such schools are called boarding-schools [ˈbɔːdɪŋˈskuːlz].

- b) Read the letter and say what type of school Martin studies at.
- c) Describe Martin's day at school.
- d) Describe your day at school. Say when you come to school, how many lessons you have, what you do at your lessons, when school is over and when you come home.

XXII. Write a letter to one of your friends (or parents).

Read and learn the proverb.

After dinner sit a while, after supper walk a mile.— После обеда посиди минутку, после ужина пройди с милю.

Supplementary Reader: 'The Money-Box'

Vocabulary

bell колокольчик; звонок
diary* дневник
fountain* фонтан
human человеческий
joy радость
laugh смеяться
memory память

mind ум; разум
keep in mind держать в уме (памяти)
sail плыть, идти (о корабле)
smell (smelt) ощущать запах, нюхать; запах
taste вкус; пробовать

Revision Three

I. Review the rules of reading of the following words:

[ɔ]	[ɪ]	[i:]	[k]		
strong	mix	deep	cry	kind	cock
along	simple	steel	clever	kitchen	luck
wrong	silver	agree	victory	park	lucky
crop	differ	achieve	music	talk	thick
fond	difficult	increase	fantastic	take	clock
frost	within	decrease	physics	make	jacket

II. Read the words and say which one isn't read according to the rule.

Clean, dead, weak, teach, head.

III. Read the pairs of words and say in what they are different.

Chance—change; steel—still; snow—show; sea—see; pull—pool; weak—week.

IV. Read the sentences and say what part of speech the word in bold type is.

1. We have a **lift** in our house. I can't **lift** this box, because it is too heavy for me. 2. The girl is a **favourite** of the teacher. My **favourite** subject is the English language. 3. People need **milk**. These women **milk** cows on the state farm. 4. The boy likes to **promise** and he never keeps his **promise**. 5. The Soviet Union is rich in **gold**. Our sportsmen got several **gold** medals during the last Olympic Games. 6. The collective farm **plants** fruit-trees every year. Do you know the names of these **plants**?

V. 1. Read and copy the sentences. Underline the words with the indefinite article.

F o r e x a m p l e: *Nick has a sister.*

1) Jack is a sailor. 2) He has a family. 3) This is a sentence. 4) This is a difficult sentence. 5) There is a lake near the village. 6) I have read a nice poem. 7) The child has brought a flower, it is a beautiful flower. 8) There was a high tower in the town. 9) Pete has a good dog. 10) An idea came to me.

2. Use a or an.

1) This scientist has published . . . interesting book. 2) I have never seen such . . . bridge. 3) His brother is . . . chemist. 4) He is . . . agronomist. 5) Nick has . . . good collection of insects. 6) They started for . . . trip. 7) There is . . . garden behind the house. 8) Pushkin is . . . great Russian poet.

3. Read and copy the sentences. Underline the uncountable nouns.

F o r e x a m p l e: *I like milk.*

1) We need water to live. 2) Butter is made of milk. 3) Meat and fish are necessary for people. 4) She is fond of music. 5) I

like much sugar in my coffee. 6) Russian people like to drink strong tea. 7) Let's do your homework in literature together. 8) Mathematics is Alec's favourite subject. 9) Breakfast is ready.

4. Read and use the indefinite article where necessary.

1) It was . . . long way to the station. 2) We like to listen to . . . music in the evening. 3) Ann is . . . nurse. 4) She works at . . . hospital. 5) The family has . . . dinner at 6 o'clock. 6) Tom's favourite subject is . . . history. 7) There is always . . . fresh water in the pail. 8) Cows give us . . . milk. 9) Art is as necessary for people as . . . food.

5. Read and copy the sentences. Underline the words with the definite article.

F o r e x a m p l e: *Pete is the best pupil in the class.*

1) This is the shortest way to the valley. 2) Copy the following sentences. 3) Mary has worn the same dress. 4) The next stop is ours. 5) Do you know the man who is talking to our teacher? 6) Can you show me the way to the station? 7) This is the village where I was born. 8) On Saturday we usually work in the school garden. 9) Our sportsmen are the best in the world. 10) The sun has set, the moon has appeared in the sky. 11) The Black Sea is a deep sea. 12) Leningrad stands on the Neva.

6. Fill in the missing article.

1) Here is . . . newspaper I have bought. 2) Who is . . . strongest boy in our class? 3) Have you ever been to . . . Baltic Sea? 4) . . . sky was covered by clouds. 5) Mike and Pete live in . . . same street. 6) Here is . . . plate Ann has broken. 7) London stands on . . . Thames. 8) She brought fresh flowers from . . . garden. 9) At last I found . . . book I had lost. 10) . . . ground was covered with white snow.

7. Use a (an) or the.

1) Pete is going to enter . . . Moscow University. 2) Pass me . . . salt which is close to you. 3) Does Gorky stand on . . . Volga or on . . . Oka? 4) I have . . . alarm-clock on . . . table. 5) There is . . . park in front of . . . palace. 6) I don't like . . . book you gave me yesterday. 7) He lives in . . . Far North. 8) Pete has . . . good collection of stones. 9) Here is . . . basket, you may take it. 10) My brother has bought . . . pair of trousers.

8. Read and pay attention to the use of the definite article and other determiners before uncountable nouns.

1) I like milk. Give me some milk. Give me the milk which is on the table. 2) She likes music. She likes the music by Chaikovsky. 3) We study history. We study the history of our region. 4) We have bread and butter for breakfast. Pass me the bread,

please. Give me some bread. I am so hungry. 5) We had dinner at 6 o'clock. It was a good dinner. I liked the dinner Mary had cooked.

9. Use *a*, *the*, *some* where necessary.

1) Will you give me . . . water? I am thirsty. . . . water in this river is always cold. . . . water is necessary for animals and plants. 2) Do you like . . . brown bread? Please, go to the shop and buy . . . brown bread. 3) He likes . . . modern music. I should like to listen to . . . music. I do not like . . . music, it is too noisy, switch off the radio, please. 4) Ann has bought . . . cheese. Where did she put . . . cheese? Give me . . . cheese. 5) She invited us to dinner. It was . . . good dinner. I couldn't forget . . . dinner we had at Johnson's.

10. Explain the use or absence of the article before the nouns in bold type.

1) **Snow** covered **the ground**. 2) Pass me **the sugar**, please. 3) **The Volga** is a very important water-way. 4) I like **coffee** for breakfast. 5) We reached **a little village**. 6) **The apple-trees** in the garden were full of fruit. 7) Elbrus is **the highest mountain** in **the Caucasus**. 8) **The sun** shone warmly. 9) She came from **the West**. 10) **Mike** is a driver. 11) There was a fountain in front of **the school**. 12) **The Red Sea** is **the warmest sea** in **the world**.

11. Use the indefinite or the definite article where necessary.

1) There is . . . forest near our village. 2) . . . sun has disappeared behind . . . clouds. 3) Do you study . . . chemistry? 4) He knows . . . girl standing near that tree. 5) Is . . . Don . . . deep river? 6) Pass me . . . biscuits, please. 7) . . . letter written by you yesterday is still on the table. 8) When do you have . . . breakfast? 9) I'm going to spend my summer holidays on . . . Baltic Sea. 10) . . . village where my grandparents live is situated on the bank of the Baikal Lake.

VI. Open the brackets. Use the necessary forms of the verbs.

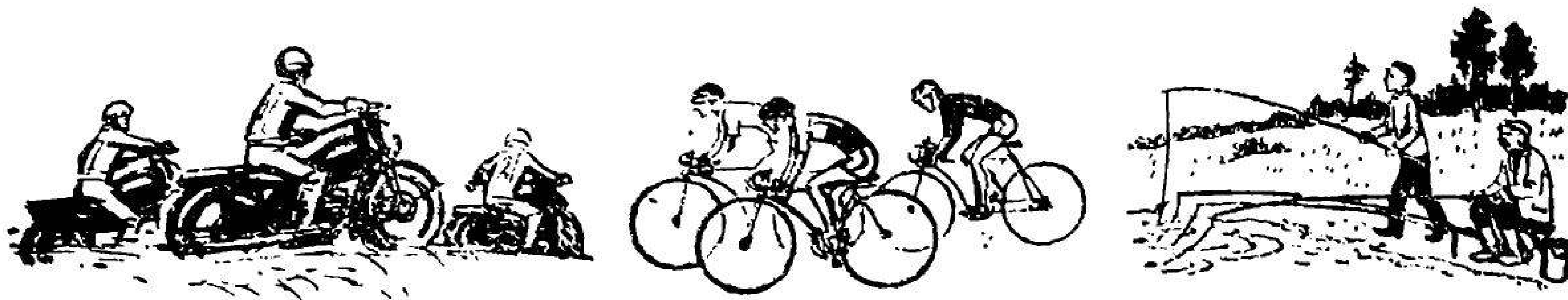
1. This bridge (*build*) in 1970. 2. The doctor (*send*) for. He will be here soon. 3. These trees (*plant*) by the pupils of your school two years ago. 4. Fresh vegetables (*send*) to town every morning. 5. The collective farmers (*invite*) to the meeting. 6. Several new lorries (*receive*) by this collective farm last year. 7. When the homework (*do*), we went for a walk. 8. When the letter (*write*), he went to the post-office. 9. A lot of new books (*bring*) from town to our library.

VII. Open the brackets. Use the necessary English verb.

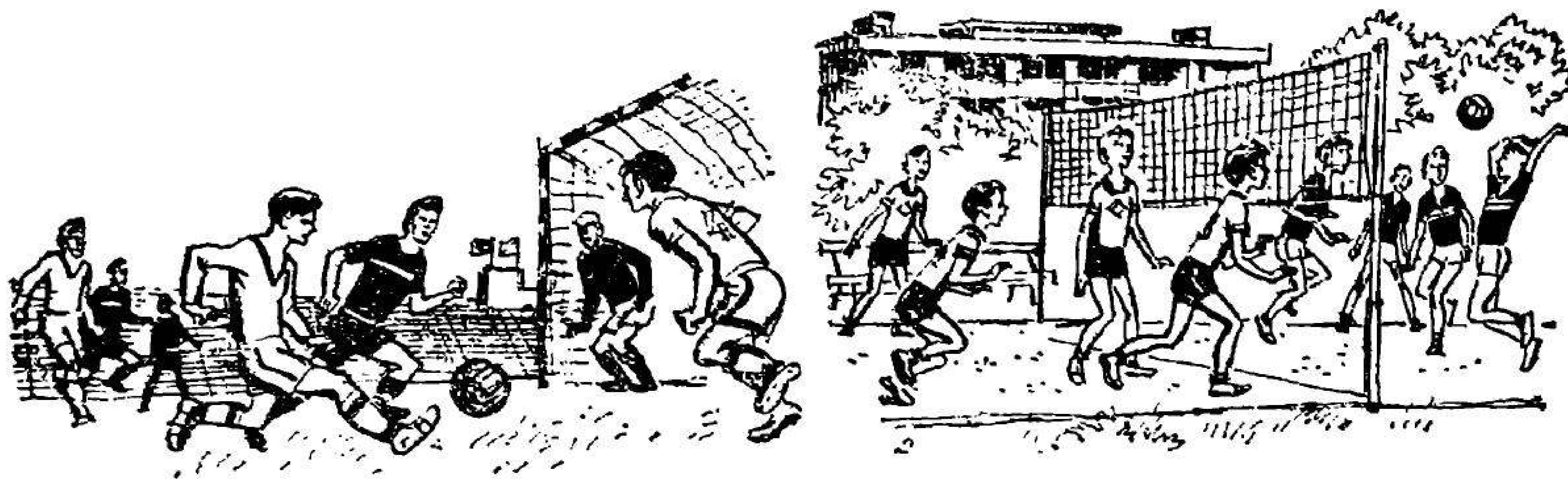
1. Mother said she (*накормила*) the pig. 2. Ann said she (*не придёт*) to the stadium. 3. We knew the driver (*ездит*) to town every day. 4. The teacher said we (*будем писать*) a dictation. 5. I told them that I (*была*) to Moscow. 6. Everybody

knew where the doctor (*живет*). 7. He said the bridge (*был разрушен*) by the water. 8. The boy said he (*не может*) lift the box. 9. Ann said she (*приготовила*) the dinner. 10. We knew they (*опоздают*) for the train.

VIII. Look at the pictures and say: 1) what kind of sport you can see in each picture; 2) what kind of sport you prefer; 3) why you like this kind of sport; 4) for what sport you need a motor-cycle; 5) for what sport you need a bicycle; 6) for what sport you need water; 7) whether you have ever taken part in cycling contests; when and where it took place; 8) who of your friends or people like fishing; where and when they usually go fishing; 9) a few words about each picture.



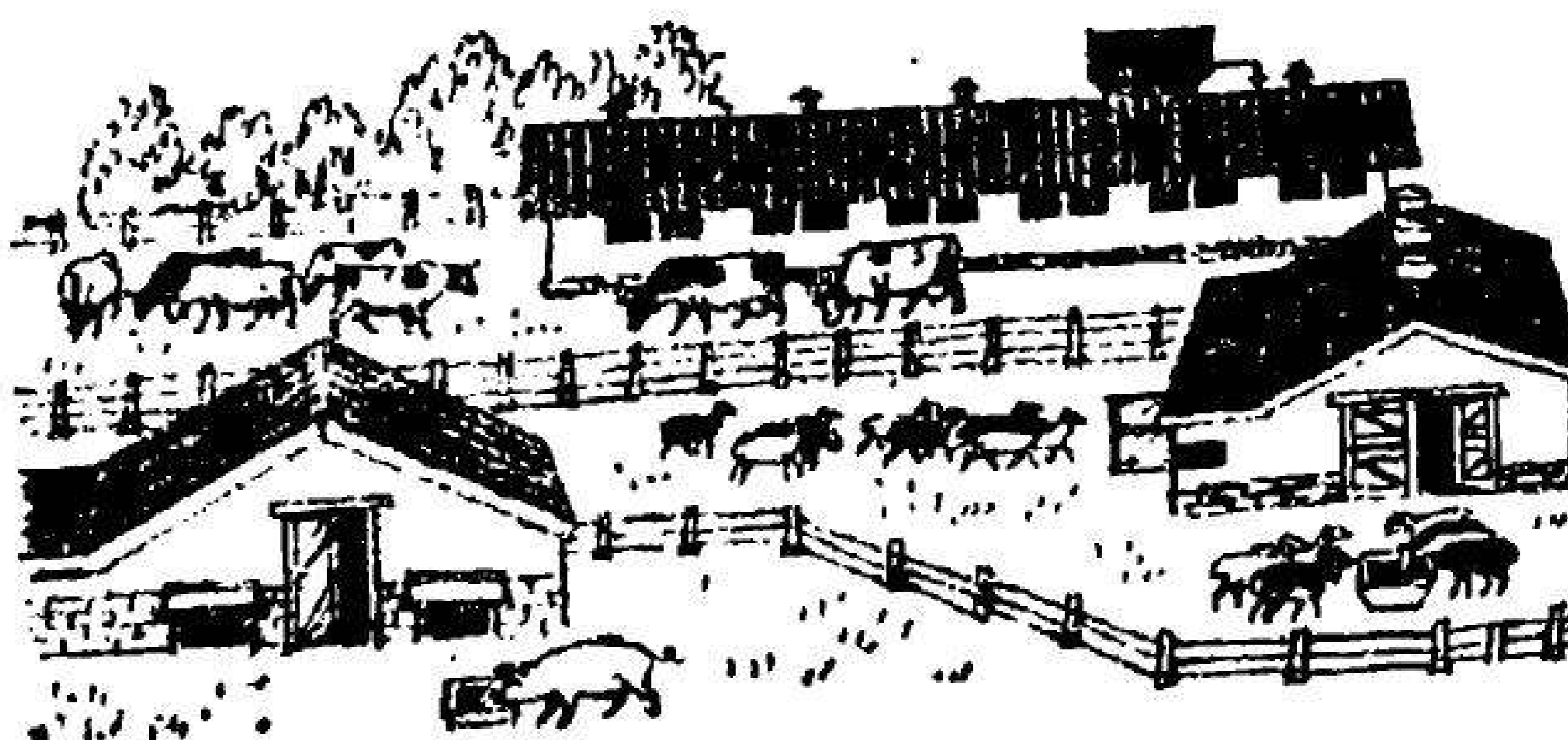
IX. Describe the pictures.



X. Speak about sports and games you like best or you are fond of.



XI. Speak on the pictures.



XII. Speak about collective (state) farm you know.



XIII. Soon you will have your winter holidays. Tell the class what you are going to do on your holidays.

Lesson Forty-Seven **47** The Forty-Seventh Lesson

I want you to do it.
(c. 355)

I. Read and copy the sentences. Underline the Complex Object.

For example: *He wants us to help him.*

1. Ann wants me to wait for her after school. 2. My father wanted me to fix the shelf in the kitchen. 3. She doesn't want us to get wet through. 4. Pete's mother wants her son to become a vet. 5. The teacher wanted us to organize a trip to Leningrad. 6. I want you to get ready for the party. 7. The teacher of biology wanted her pupils to collect some insects for school. 8. Nick wanted his friend to go with him to the mountains. 9. The driver doesn't want the children to go with him. 10. I want you to smell this flower.

II. a) Make up as many sentences as you can.

<p>1. I We</p>	<p>want wanted</p>	<p>him her that boy this girl them the children</p>	<p>to look after the child (to keep it in mind, to water these vegetable beds, to come to the meeting, to return home early, to translate this sentence, to work in the garden).</p>
--------------------	------------------------	---	--

2. Mike Ann	wants wanted	me us Nick	to join the game (to learn the poem by heart, to write a letter to Moscow, to smell the flowers, to take care of the child, to make tea, to wait for them there, to swim across the river).
3. I We	don't want didn't want	you him Ann Pete	to go there (to switch on the radio, to miss physical training, to quarrel, to beat the dog, to lift such a heavy box, to climb the mountain, to stay at home when everybody works in the field).

b) Write 2—3 sentences on each of the tables.

III. Disagree with the statements.

For example: I want you to help me.— *I don't want you to help me.*

1. He wants Nick to stay in bed. 2. Mother wanted Ann to join us. 3. I want you to go to the theatre. 4. Ann wanted her sister to buy this pair of gloves. 5. I wanted my brother to help me with my sums. 6. They want us to invite Ann. 7. She wants us to watch TV. 8. Kate wants her brother to wash his hands.

IV. Ask 'what' questions.

For example: I want Mike to answer this question.— *What do you want Mike to do?*

1. I want them to go through the field. 2. We want him to go by bus. 3. Helen wants her mother to order a new dress for her. 4. Pete wants his parents to buy him a watch. 5. The doctor wants the boy to lie in bed for two days. 6. I wanted you to read this story. 7. They wanted us to plant some apple-trees. 8. Ann wanted the teacher to ask her some questions. 8. The man wanted his son to work in a factory.

V. Complete the sentences using the **Complex Object**.

1. I want you . . .
2. I wanted you . . .
3. He wants me . . .
4. She wanted me . . .
5. They want us . . .
6. They wanted us . . .
7. I want my friend . . .
8. I wanted my friend . . .
9. Mother wants her daughter . . .
10. Mother wanted her daughter . . .

VI. Speak about five things you want your mother (friend) to do and five things she (he) wanted you to do.

⊙ VII. 1. Listen to dialogue 48 and then repeat it after the speaker.

DIALOGUE 48

A: I want Sasha to study mathematics.

B: Why do you want him to study mathematics?

A: Because I want him to become more logical.

2. Read the dialogue silently.

3. Dramatize the dialogue (work in pairs).

4. Make up a dialogue of your own.

VIII. a) Read with the teacher and study the use of the new words.

cross, crossed; The line A crosses the line B. Let's meet where two roads cross. Several bridges cross the Dnieper in Kiev. Don't cross the street when the light is red.

close; He was standing close to the window. We are quite close to the station. Pete is a close friend of mine.

draw (drew, drawn); Draw a line. Can you draw a picture? Drawing is one of the school subjects.

discover, discovered, discover a law, discover a land; Columbus discovered America. We suddenly discovered that it was too late to catch the train.

discovery; He made wonderful discoveries in science.

discoverer; Captain Cook was a great discoverer.

hunt, hunted, to go out hunting; They hunted for gold in Alaska. They often went out hunting.

hunter; A hunter is a person or an animal that hunts.

rub, rubbed; He had rubbed his jacket against some chalk. Rub out the pencil marks in your exercise-book.

rubber; Rubber is elastic. People cover the wheels of cars with rubber.

shape, shapes; You can see clouds of different shapes.

wheel, wheels; Wheels are round. Cars, tractors, trains are on wheels. Something is wrong with the wheels of my bicycle.

b) Read Ex. VIII a) and copy out the new words.

IX. Read, copy and remember:

draw—drew—drawn

Choose the right form of the verb.

1. Pete (*draws, drew*) a wolf for his little brother yesterday.
2. We (*draw, drew*) at our drawing lessons, and some of us are fond of drawing.
3. Ann (*drew, has drawn*) a line on the blackboard.
4. "Who (*has drawn, drew*) this picture?" the teacher asks.

X Read, copy and learn:

find — находить; find out — узнавать

Use the necessary word in the sentences.

1. Have you . . . where Nick lives? 2. I looked for the boy everywhere but I could not . . . him.
3. Have you . . . the knife you lost? 4. I want you to . . . who has discovered this law.
5. We must . . . who has broken the window glass.
6. They could not . . . the way to the station.
7. Please, . . . how to cook it.
8. Nick tried to . . . who had taken his bag.

XI Fill shape, discovery, mistakes, rub out, drawn, rubber, discoveries, discovered, hunters cross, pressing in:

1. He wanted me to . . . the pencil mark carefully in his notebook.
2. . . . is elastic, as soon as we stop . . . it takes its first . . .
3. The . . . of a wheel is one of the greatest . . . made by man.
4. Who . . . the law of gravitation? Newton did.
5. You have not learnt the words, Boris. There are so many . . . in your dictation.
6. Wolves are excellent
7. Who has . . . that picture on the wall?
8. We must . . . the street when the light is green.

XII. Complete the sentences using the model:

The traveller is one who travels.

1. The hunter is one who 2. The sailor is one who
3. The discoverer is one who 4. The seller is one who
5. The fighter is one who 6. The villager is one who

XIII. Say what is more: 1) a quarter or a half; 2) a half or a whole.

XIV. Give the three forms of the verbs

Lose, know, hear, run, draw, be, say, tell.

XV. Read the words following the rules of reading.

[ʌ]	[ɔ:]	[ou]	[eɪ]	[w]
but	autumn	no	same	what
butter	August	note	came	weather
under	author	nose	plate	when
current	pause	stove	late	where
rub	saw	home	take	white
rubber	draw	wrote	make	wheat
gum	drawn	close	mistake	why
hunt	drawing		shape	wheel

XVI. Arrange the words in the alphabetical order.

Rub, rubber, gum, hunt, wheel, shape, mistake, draw, close, drawing, engage, creative, irrigate.

XVII. 1. Read the text 'Rubber' and find the answers to the questions: 1) What is rubber? 2) Where is rubber used? 3) What was the first use of rubber? 4) Where do rubber trees grow?

RUBBER

We all know what rubber is. We have seen it on the wheels of cars; we have used it to rub out mistakes in drawing; we have played games with rubber balls. When we press a piece of rubber we change its shape. But as soon as we stop pressing, the rubber springs back to its first shape; we therefore say that rubber is elastic.

Rubber was first used to make rubber balls. In 1492, Columbus sailed from Spain and discovered America. One of the many strange things which he and his men saw in America was a game played with rubber balls. They noticed that the rubber balls bounced much better than the balls which they had used in their own country. When they sailed home again they told their friends that the balls were made from the gum of a tree.

Hundreds of years had passed before rubber was used in Europe and other parts of the world. Small pieces of rubber were brought to Europe, and kept by people who liked to collect strange things; but no one thought that rubber could be useful. Then an artist found out that rubber would rub out pencil marks. That was one of the first uses of rubber, and that is how it came to be called 'rubber'.

Rubber trees grow only in countries where it is very hot and very damp. These countries are near the equator; so it was in the countries near the equator that men went out to hunt for the rubber trees. It was not easy to find the trees. In those hot damp lands, trees of many kinds grow so close together that it is difficult to travel through the forests.

The men who were hunting for rubber trees found them growing wild in South America, in Central America, and in West Africa. Nearly all the world's rubber came from the great forests of America and West Africa.

2. Read the text 'Rubber' and write out the sentences with the words in ing-forms. Underline the ing-form and state what part of speech it is (the Gerund or the Present Participle). Translate the sentences into Russian.

3. The sentences are not true to fact. Correct them.

For example: We can use rubber to draw.—*That's wrong.*
We can use rubber to rub out mistakes in drawing.

1) When we press a piece of rubber we can't change its shape because it is hard. 2) Rubber is not elastic. 3) Rubber was first

made to make rubber wheels. 4) Columbus discovered America in 1592. 5) Columbus sailed from Great Britain. 6) Rubber was used in Europe and other parts of the world in the fifteenth century. 7) It is called 'rubber' because it is elastic. 8) Rubber trees can grow everywhere. 9) It is easy to find rubber trees. 10) Nearly all the world's rubber came from England and Europe.

4. Tell the class what you have learnt about rubber.

Read and learn the proverb.

He laughs best who laughs last. — Хорошо смеется тот, кто смеется последним.

Supplementary Reader: 'Plants', 'Coal', 'Captain Bross' by W. W. Jacobs

Vocabulary

bounce* подпрыгивать

close близко, рядом

cross пересекать

discover делать открытие

discovery открытие

draw (drew, drawn) рисовать, чертить

drawing рисование, черчение

equator* экватор

find out узнавать

gum* смола, гумми

hunt охотиться; искать

hunter охотник

mistake ошибка

pause* пауза

press нажимать; пресс

rubber резина; резинка

rub out стирать

shape форма

sink* (sank, sunk) погружать (ся); топить; тонуть

spring back* эд. возвращаться

therefore следовательно, поэтому

wheel колесо

Lesson Forty-Eight **48** The Forty-Eighth Lesson

I saw him run.

He made me do it.

(с. 355)

1. Read and copy the sentences. Underline the Complex Object.

For example: I saw him come into the room.

1. They saw the child cross the road. 2. We saw the man leave the house. 3. Pete saw us go along the street. 4. I heard

him speak at the meeting. 5. The woman heard the baby cry. 6. We watched her water the flowers. 7. The grandmother watched Ann do her homework. 8. She felt his hand touch her arm. 9. The teacher made us write this exercise once more. 10. The father made his son work hard.

II. a) Make up as many sentences as possible. Translate the sentences with the star.

1. Pete I We	saw	her them somebody us the children	dance there. climb the hill. learn the poem by heart.* listen to the radio. tie the dog to that tree.
2. I Kate We	heard	the actor them the boy	sing a new song. talk to the postman. tell the pupils a strange story. read a story aloud.*
3. He Ann They	watched	me us the workers Ann the clerks	hurry to the bus-stop. get on a bus. get off a tram.* talk and laugh during the break. work there.
4. I He We They The mother The teacher	made	me you him her the pupils the children her daughter her son	go to the shop and buy some butter.* wait for the doctor. learn the poem by heart. bring a pail of water. clean the blackboard. work in the garden. look after the younger sister.* take the raincoat.

b) Write 2—4 sentences on each of the tables.

III. Ask 'what' questions for your classmates to answer.

F o r e x a m p l e: The mother made Pete bring some new potatoes for dinner.—*What did the mother make Pete do? She made him bring some new potatoes for dinner.*

1. The father made Nick carry this box away. 2. The teacher made the boy learn these words. 3. The master made his servant feed his horse. 4. The farmer made his workers work till 8 o'clock. 5. The teacher made his pupils complete the work by 2 o'clock. 6. The mechanic made Alec help him with his work. 7. I couldn't make Ann tell me the truth. 8. Kate couldn't make her brother help her about the house. 9. Helen couldn't make her sister put on this dress. 10. He made them promise to return the books the next week.

IV. Ask 'why' questions for your classmates to answer.

F o r e x a m p l e: The mother couldn't make her daughter wear the red dress.—*Why couldn't the mother make her daughter wear the red dress? She couldn't make her wear the red dress, because the girl didn't like it.*

1. She couldn't make Pete eat fish. 2. I couldn't make my brother get up a little earlier. 3. The woman couldn't make her son help her in the garden. 4. The mother couldn't make Pete go to the party. 5. We couldn't make Andrew work hard at his physics. 6. Nick couldn't make his dog sit still. 7. The teacher couldn't make that boy work hard. 8. She couldn't make me carry the basket. 9. Nobody could make us change the plan. 10. Nobody could make Alec work hard.

V. Join the following sentences using the **Complex Object**.

F o r e x a m p l e: The collective farmers worked in the field. We saw it.—*We saw the collective farmers work in the field.*

1. The schoolchildren planted some trees. The man saw it. 2. Ann watered flowers. The woman saw it. 3. Somebody sang in the park. I heard it. 4. The German invaders burnt down the village. The old man saw it. 5. The doctor touched his leg. The boy felt it. 6. The boy bought some pictures. His friends saw it. 7. The house was on fire. The people saw it. 8. The father got angry. The children felt it. 9. The collective farmers were busy. We saw it. 10. My little sister watered a vegetable bed. I didn't see it.

VI. Complete the sentences using the **Complex Object**.

1. I saw . . . 2. I heard . . . 3. I watched . . . 4. I made. . .

- ⊙ VII. 1. Listen to dialogue 49 and then repeat it after the speaker.

DIALOGUE 49

A: Did you hear John leave?
B: Yes, I did. I saw him drive off.
A: Did you hear him come back?
B: No, I didn't.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
4. Dramatize the dialogue.
5. Make up dialogues of your own.

- VIII. a) Read with the teacher and study the use of the new words.

engine, engines, a steam-engine, engineer, engineers; Andrew's father is an engineer. Oleg wants to become an engineer.
generate, generate electricity.

invent, invented; Popov invented the radio; **invention;** The invention of the steam-engine has changed the life of people.
'Necessity is the mother of invention.'

voyage, voyages; 'To go on a voyage' means 'to travel on the sea'.
wage, wages; His wage is 150 roubles a month.

earn, earn one's living; The teacher told his pupils that they had earned a holiday. We had a well-earned rest.

power; It is not within my power to help you. People used the power of water and wind long ago.

determine, determined; Nobody could determine his name. Let's determine the meaning of the word.

permit, permitted; permission, give permission; Permit me to use this map. We shall go boating if the weather permits.

conclude, concluded; conclusion; As he didn't come at ten, we concluded that something has happened to him. I came to the conclusion that Dick is a very clever boy.

hobby; What is his hobby? His hobby is yachting. Collecting insects is Mike's hobby.

mystery, mysteries; mysterious, a mysterious story; Who killed the man remained a mystery. The old man told us a mysterious story.

composition; Scientists study the composition of the air.

at once; Come here at once. He did it at once.

- b) Read Ex. VIII a), copy the sentences to illustrate the use of the new words. Underline the new words.

- IX. Read Russian and English words silently. Arrange them in pairs.

For example: *магнит — magnet*

Минерал, помощник (ассистент), помогать (ассистировать), памятник (монумент), химик, движение (моцион), информация, информировать, эксперимент, магнетизм, действие (эф-

фект), лаборатория, тренировать, динамо-машина, вид (сорт), энергия, электрический ток, машина, демонстрация, электричество, демонстрировать.

Assistant, assist, chemist, demonstration, demonstrate, sort, train, dynamo, effect, electricity, experiment, information, inform, magnetism, monument, motion, laboratory, mineral, energy, electric current, machine.

X. Read the international words following the rules of reading and using transcription.

a) [ɔ:]	[ɪ]	[æ]	[eɪ]	[e]
sort	mineral	magnet	rain	chemist
inform	assist	magnetism	train	effect

b) information [ˌɪnfə'meɪʃn]	assistant [ə'sɪstənt]
machine [mə'si:n]	dynamo ['daɪnəməʊ]
motion ['məʊʃn]	laboratory [lə'bɔrətɹɪ]
monument ['mɒnjumənt]	energy ['enədʒɪ]

- XI. a) Name any inventor you know and say when and where he lived and what he invented.
 b) Say who assists the teacher to make experiments in chemistry (biology, physics), when and where you usually make them.

XII. Complete the sentences using the model:

The voyager is one who goes on a voyage.

1. The trainer is one who . . . 2. The inventor is one who . . . 3. The producer is one who . . . 4. The engineer is one who . . . 5. The informer is one who . . . 6. The assistant is one who . . .

XIII. Give it a name.

1. Travel on the sea. 2. A room for scientific work or experiments. 3. A machine for changing mechanical energy into electric energy. 4. The money people get for their work.

XIV. a) Make up as many sentences as possible to correspond to real situations.

1. Modern art A mysterious story Classical literature Pop music Legends	is are	a thing things	I like best. he hates. she is interested in. they are fond of. Bob doesn't understand.
---	-----------	-------------------	--

2. My His My brother's Ann's	hobby	is was	to collect minerals (to make various things of metal, to play chess, to plant flowers and look after them, to learn French).
---------------------------------------	-------	-----------	--

b) Write 2—4 sentences on each of the tables.

XV. Ask 'tail' questions for your classmates to answer.

For example: They used the power of falling water to move a wheel, . . . ?—*They used the power of falling water to move a wheel, didn't they? Yes, they did.*

1. Igor's father earned 200 roubles a month, . . . ? 2. You will inform us about Peter's coming, . . . ? 3. Your father's hobby was to play football, . . . ? 4. Oleg is a chemist, . . . ? 5. The weather permitted you to have an interesting voyage, . . . ? 6. This man trains the sportsmen of our school, . . . ? 7. These scientists have completed their experiments, . . . ? 8. She doesn't like mysterious stories, . . . ? 9. Mike was not related to the driver, . . . ? 10. Your brother works at a laboratory, . . . ?

XVI. Add *I think* or *I believe* to the following statements.

For example: The factory produces forks, knives and spoons.—*I think the factory produces forks, knives and spoons.*

1. He has brought a lot of minerals from the Urals. 2. Magnetism is a part of physics. 3. They haven't come to a certain conclusion yet. 4. I have a magnet at home. 5. There is a good laboratory there. 6. We have learnt the composition of sugar. 7. He is an assistant of Professor Ivanov. 8. Ann will telephone you at once. 9. The monument was completed in 1968. 10. We shall have our voyage in August.

XVII. 1. Read the text 'Charles Darwin' and answer the questions: 1) What is Charles Darwin? 2) In what country did he live and work? 3) What is he famous for?

CHARLES DARWIN

(1809—1882)

I

A hundred years ago people believed that plants and animals had always been as they are now. They thought that all the different sorts of living things, including men and women, were put in this world by some mysterious power a few thousand years ago.

It was Charles Darwin, born at Shrewsbury on the 12th of February, 1809, who showed that this was just a legend. As a boy Darwin loved to walk in the country-side, collecting insects, flowers and minerals. He liked to watch his elder brother making chemical experiments. These hobbies interested him much more than Greek and Latin, which were his main subjects at school.

His father, a doctor, sent Charles to Edinburgh University to study medicine. But Charles did not like this. He spent a lot of time with a zoologist friend, watching birds and other animals, and collecting insects in the country-side.

Then his father sent him to Cambridge to be trained as a parson. But Darwin didn't want to be a doctor or a parson. He wanted to be a biologist.

In 1831 he set sail in the *Beagle* for South America to make maps of the coastline there. Darwin went in the ship to see the animals and plants of other lands. On his voyage round the world he looked carefully at thousands of living things in the sea and on land and came to very important conclusions.

II

This is what he came to believe. Once there were only simple jelly-like creatures living in the sea. Very slowly, taking hundreds millions of years, these have developed to produce all the different kinds of animals and plants we know today. But Darwin waited over twenty years before he let the world know his great ideas. During that time he was carefully collecting more information. It showed how right he was that all living things had developed from simpler creatures.

He wrote a famous book 'The Origin of Species'.

People who knew nothing about living things tried to make fun of Darwin's ideas.

The development of science has shown that Darwin's idea of evolution was correct.

2. Read the text 'Charles Darwin' and say: 1) what you know about Charles Darwin; 2) what you know about his brother; 3) what you know about his father; 4) what you have learnt about his voyage.
3. Read the text 'Charles Darwin' and prove: 1) Charles Darwin was a great scientist; 2) it was difficult for people to believe Charles Darwin.

4. Tell the class what you have learnt about Charles Darwin from the text and add some other facts you know.

XVIII. Read the text and translate it using a dictionary.

BIG BEN

The big clock on the tower of the Palace of Westminster in London is often called Big Ben. But Big Ben is really the bell of the clock. It is the biggest clock bell in Britain. It weighs 13.5 tons.

The clock tower is 318 feet high. You have to go up 374 steps to reach the top. So the clock looks small from the pavement below the tower.

But its face is 23 feet wide. It would only just fit into some classrooms.

The minute-hand is 14 feet long. Its weight is equal to that of two bags of coal. The hour-hand is 9 feet long.

The clock bell is called Big Ben after Sir Benjamin Hall. He had the job to see that the bell was put up.

Sir Benjamin was a big man. One day he said in Parliament, "Shall we call the bell St. Stephen's?" St. Stephen's is the name of the tower.

But someone said for a joke, "Why not call it Big Ben?" Now the bell is known all over the world by that name.

Read and learn the proverb.

The busiest man finds the most leisure. — У самого занятого человека больше всего досуга.

Supplementary Reader: 'Newton', 'George Stephenson', 'Michael Faraday'; 'The Test' by W. W. Jacobs

V o c a b u l a r y

assist* помогать	dynamo* динамо-машина
assistant* помощник	earn зарабатывать
at once сразу же, немедленно	effect* эффект, действие
chemist химик	electric current электрический ток
coastline* береговая линия	electricity электричество
composition* химический состав, соединение	energy энергия
conclude* заключать, делать заключение	engine машина; мотор; двигатель
conclusion заключение	evolution эволюция
correct правильный	experiment эксперимент
country-side сельская местность, деревня	generate производить, порождать
determine определять	hobby хобби, любимое занятие

invent изобретать
 inventor изобретатель
 jelly-like creatures* желеобразные существа
 laboratory (lab) лаборатория
 machinery машины; детали машин
 magnet магнит
 magnetism магнетизм
 make fun of* высмеивать, подшучивать
 monument монумент, памятник
 motion* движение
 mystery тайна
 mysterious* таинственный

'(The) Origin of Species'* «Происхождение видов»
 parson* священник
 permit позволять, разрешать
 permission разрешение
 give permission давать разрешение
 power сила, мощь; держава
 relate* иметь отношение
 be related быть связанным
 sort вид, сорт
 voyage морское путешествие
 wage(s) заработная плата

Lesson Forty-Nine

49

The Forty-Ninth Lesson

I. a) Read with the teacher and study the use of the new words.

article, articles; I have read an article in 'Moscow News'. The article was about some achievements in gathering crops in our region.

demand, demanded; This letter demands your answer; **demand**, demands; There is a great demand for workers on the state farm.

discuss, discussed, discuss a problem, discuss a plan; What are you discussing here? We are discussing the latest sports competition in our school.

support, supported; 'To support' means 'to keep from falling'; **support**, supports; I need your support.

equal, equal work, equal parts, equal rights; There should be equal pay for equal work. Cut the apple into two equal parts. Peoples of the USSR have equal rights.

just, a just man; Our teacher is always just to all of us.

mark, marked; The teacher marked those who were absent.

overthrow (overthrew, overthrown); The tzarist government was overthrown in 1917.

proclaim, proclaimed, proclaim war, proclaim peace; The working class proclaimed its revolutionary mission.

sign, signed, to sign a letter, to sign a document; The agreement was signed between India and the USSR.

science, natural science, social science; Physics is a natural science. Economics is a social science.

scientific; Modern agriculture should be scientific.

society, human society; We live and work in a socialist society

b) Read Ex. 1 a), copy the sentences and underline the new words.

II. Read the words following the rules of reading.

[e]	[ɪ]	[ʌ]	[ɔ]	[kw]
bell	assist	current	hobby	quarter
effect	electricity	hunt	laboratory	quarrel
engine	machinery	hunter	monument	question
energy	mineral	production	promise	quite
generate	mystery	under	office	equal
invent	sink	sung	across	equality
inventor	spring	publish	along	equivalent

III. Read the international words in transcription and give Russian equivalents:

assembly [ə'sembli], colonial [kə'lounjəl], colonialism [kə'lounjəlɪzəm], colonialist [kə'lounjəlɪst], congress [ˈkɒŋɡres], cosmic [ˈkɒzɪk], document [ˈdɒkjumənt], exploitation [ˌeksplɔɪ'teɪʃn], fascism [ˈfæʃɪzəm], forum [ˈfɔ:rəm], harmonious [hɑ:'mounjəs], initiative [ɪ'nɪʃɪətɪv], mission [ˈmɪʃn], nation [ˈneɪʃn], national [ˈnæʃən], nationalist [ˈnæʃnəlɪst], programme [ˈprɒɡræm], progressive [prə'ɡresɪv], proletariat [ˌprəʊlə'teəriət], racism [ˈreɪzɪzəm], resolution [ˌrezə'lju:ʃn], revolution [ˌrevə'lju:ʃn], socialism [ˈsəʊʃəlɪzəm], socialist [ˈsəʊʃəlɪst], system [ˈsɪstəm], theory [ˈθɪəri].

IV. Read the following international words and form other words by adding **-ist**. Translate them using the model:

communism — коммунизм; *communist* — коммунист

Socialism, Leninism, Marxism, nationalism, internationalism, capitalism, imperialism, colonialism, monopolism, fascism, racism, reformism, realism, optimism, pessimism, tourism, journalism, centralism, terrorism, revisionism, opportunism, separatism.

V. Form verbs from the following nouns and translate them using the model:

a head — голова; *to head* — возглавлять

A fight, a support, a demand, a welcome, a talk, a struggle, an end, a delegate, a face, an eye, a mark.

VI. Read and say what part of speech the word in bold type is.

1. Some ideas have come to my **head**. The delegation was **headed** by Mr. Brown. 2. He **demand**ed that I should help him. These goods are not much in **dem**and just now. 3. This bridge needs more **sup**port. He is the main **sup**port of his family. 4. They received a warm **wel**come. The family **wel**comed the friends home. 5. The baby is learning to **talk**. There is a **talk** of a new invention. 6. The colonial people **str**uggle for independence. They support the **str**uggle for their rights. 7. I liked the **end** of this story. How does the story **end**? 8. We see with our eyes. They

eyed that boy. 9. The window faces the street. "Look at your face, look at your hands," she said to the boy.

VII. Give the opposites to the following words and then translate them into Russian. Use the model:

1. *undress* — *раздеваться*; *dress* — *одеваться*

Unkind, unlearned, undone, unhappy, unmade, unheard, unimportant, uninvited, unjust, unknown, unnatural, unnecessary, unpleasant, unpopular.

2. *inequality* — *неравенство*; *equality* — *равенство*

Independence, infamous, indifferent.

VIII. Read the compound words and translate them into Russian. Say what each of the words means if taken separately. Use the model:

text (*текст*) + *book* (*книга*) = *textbook* (*учебник*)

Classroom, apple-tree, ice-cream, tea-spoon, blackboard, sportsman, businessman, goalkeeper, grassland.

IX. a) Make up as many sentences as you can.

1. The delegates of	the conference the meeting the congress the forum	have discussed	a plan. a programme. a resolution.
2. Peoples struggle for	peace (freedom, equality, justice, independence).		
3. Peoples struggle against	racism (colonialism, inequality).		
4. The colonial peoples demand	to put an end to racism. to do away with colonialism. to put an end to inequality.		

b) Write 3 sentences on each of the tables.

X. Replace the words and make the necessary changes.

The heads of the governments ¹ have signed ² the document.

¹ have discussed ² a plan
a programme
a resolution

XI. Complete the sentences. Use the words in brackets.

1. The Soviet Union supports the struggle of the African peoples against (*colonialism, inequality, racism*). 2. The peoples all over the world support (*the fight for peace, the struggle for equal rights, the struggle against colonialism, the struggle for independence*). 3. The socialist countries and all the progressive people stand for (*peace, equality, independence for all the peoples in the world*).

XII. Complete the sentences using English words or phrases instead of the Russian ones given in brackets.

1. The socialist countries stand for . . . 2. The peace-loving people stand for . . .

(*мир на земле, равные права, ликвидация колониализма, равенство*)

3. The people of good will struggle against . . . 4. The colonial peoples struggle against . . .

(*расизм, неравенство, колониализм*)

XIII. Read and translate the following verbs.

Organize, collectivize, realize, translate, demonstrate, cooperate, centralize, popularize, colonize, liberate, illustrate, generate, nationalize.

XIV. Fill in the missing preposition: in, on, for, to.

1. The head of the government was . . . a visit . . . Italy some days ago. 2. Comrade Ivanov visited France . . . September. 3. Petrov has already left Kiev . . . Yalta. 4. The delegation has just arrived . . . London. 5. He stays . . . Volkovo every summer. 6. Some representatives of African countries paid a visit . . . the President of the country.

XV. Fill science, colonial, delegation, independent, put an end, colonialism, supported, independence, fight, equal in:

1. Peoples of Asia and Africa struggle against 2. The colonial peoples demand to . . . to colonialism. 3. People of good will all over the world . . . against racism. 4. All peace-loving people are ready to support the . . . nations. 5. Bulgaria is an . . . country. 6. The colonial countries demand to win freedom and 7. The Soviet Union has . . . and will always support the just struggle of the peoples. 8. The Soviet people gave a warm welcome to the . . . from Poland. 9. Biology is a natural 10. Oleg and Sasha are . . . in strength.

- © XVI. 1. Listen to dialogue 50 and then repeat it after the speaker.

DIALOGUE 50

1
A: Are you going to the **conference**?

B: Certainly.

A: Tell me the subject of the conference.

2
B: The latest achievements in cosmic flights.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words or phrases in bold type by those given in columns:

1	2
meeting	The situation in the Middle East.
	The latest events in Africa.

5. Make up a dialogue of your own (work in pairs).

- XVII. Read the text and answer the questions: 1) What was the first internationalist working-class organization? 2) How long have the ideas of the 'Communist Manifesto' been a guiding light for the workers all over the world? 3) What is the 'Communist Manifesto' usually called? 4) What was the revolutionary mission of the working class? 5) What did the 'Manifesto's' appearance mean to the labour movement?

PROGRAMME FOR THE LIBERATION OF MANKIND

In the beginning of 1848, Karl Marx sent to the printers the manuscript of the 'Manifesto of the Communist Party' which he and Frederick Engels had been commissioned to draw up by the Second Congress of the Communist League.¹ The programme marked the completion of the formation of the first internationalist working-class organization. It was a turning-point in the history of the German and world proletariat, and for 125 years now its ideas have been a guiding light for the workers all over the world showing them the way out of capitalist exploitation, oppression and wars, an action programme for countries where the working class has won freedom and where it is still fighting for it. There is hardly another work whose social impact can equal that of the 'Communist Manifesto', that 'Song of Songs of Marxism'.

The 'Manifesto' has had great influence on the course of history; for the first time the class destined to chart the development of mankind² proclaimed its revolutionary mission of

¹ which he and Frederick Engels had been commissioned to draw up by the Second Congress of the Communist League — который он и Фридрих Энгельс составили по поручению Второго конгресса Союза коммунистов

² destined to chart the development of mankind — суждено начертать развитие человеческого общества

overthrowing the powerful capitalist system, putting an end to exploitation of man by man, and creating a classless, harmonious, human society. This programme was set out in the 'Manifesto' not as a dream of mankind, but as a clear understanding of the laws of social development. From a Utopia communism had become a science.

Marx's and Engels' theory could be developed only in direct connection with the working-class movement which, in turn, needed a scientific base to become truly revolutionary. The 'Manifesto's' appearance, which proclaimed the birth of the revolutionary party of the proletariat, also meant bringing scientific communism to the labour movement.

*(Adapted from the 'World Marxist Review',
January)*

XVIII. The following exercises will help you to read newspapers.

1. Read with the teacher.

The Supreme Soviet of the USSR.	Friendship and co-operation.
The Presidium of the Supreme Soviet.	Foreign policy.
CPSU delegation.	Home policy.
A Soviet Party and Government delegation.	Cultural exchanges.
Socialist countries.	The cause of peace.
Western countries.	Arms race.
The Prime Minister.	Nuclear war.
Freedom-loving nations.	Economic aid (help).
Peaceful policy.	Lasting peace.
International situation.	

2. Read the headlines of some articles and say what you think they are about.

1. World Solidarity of Women. 2. New Farm Machines.
3. About Astronomy. 4. Bulgarian Delegation Flies Home.
5. Student Games — 73. 6. Africa's Day. 7. Off to Meet Polish Friends. 8. Our Support for Young Independent States.

XIX. Look through fresh newspapers and speak on visits paid recently to our country. Inform your classmates: 1) what delegation paid a visit to our country recently; 2) when the delegation arrived in our country; 3) who headed the delegation; 4) who was the delegation welcomed by; 5) who received the delegation; 6) what cities (towns, places of interest) the delegation visited; 7) with whom members of the delegation had the talks; 8) what problems they discussed; 9) what documents were signed; 10) when the delegation left for home.

XX. Tell the class about some country you have read in 'Moscow News'. Use a map.

1. Speak on Great Britain. Use the following plan:

1. Great Britain is a large country.
2. Great Britain is larger than Finland.
3. Great Britain is in the west of Europe.
4. Great Britain is situated on islands.
5. The capital of Great Britain is London.
6. . . . Party is in power in Great Britain now.
7. . . . was elected Prime Minister in the last election.
8. The last election was held in Great Britain in

2. Describe some other country. The following plan will help you:

1. Geographical position.
2. Population.
3. Language.
4. Capital.
5. Political system.
6. Industry.
7. Agriculture.

XXI. Speak on the article you have recently read using the following plan:

1. The title of the article.
2. The name of the author.
3. The subject of the article.
4. The place and the time of action.
5. The idea of the article.

Read and learn the proverb.

Art is long, life is short.— Искусство вечно, (а) жизнь коротка.

Supplementary Reader: 'World Youth Festivals'; 'The Luncheon' by W. Somerset Maugham

V o c a b u l a r y

action действие
appearance появление
arms оружие
arms race гонка вооружений
article статья
base* основа
course* эд. ход
demand требовать; требование
direct connection* прямая связь
discuss обсуждать
equal равный
equality равноправие

inequality неравенство
exploitation* эксплуатация
guiding light* путеводная звезда
harmonious* гармоничный
held: be held* состояться
impact* воздействие
in turn* в свою очередь
just справедливый
justice справедливость
lasting peace прочный мир
mark отмечать; отметка
mission* миссия

movement движение
labour movement рабочее движение
nuclear war* ядерная война
oppression* угнетение
overthrow (overthrew, overthrown) свергать
peace-loving people миролюбивый народ
people of good will люди доброй воли
position положение, позиция
proclaim объявлять, провозглашать

proletariat пролетариат
put an end to положить конец (чему-либо)
science наука
set out* эд. излагать
sign подписывать; подпись
society общество
human society человеческое общество
support поддерживать; поддержка, опора
system система
truly revolutionary* подлинно революционный

Lesson Fifty

50

The Fiftieth Lesson

- ⊙ I. 1. Listen to the poem 'Questions in March'.

QUESTIONS IN MARCH

How soon will the streams¹ softly² flow?

I don't know.

When will the first daffodils gently blow?³

I don't know.

Where do the roaring⁴ winds suddenly go?

I don't know.

Why do the grasses quietly grow?

I don't know.

But streams will flow

Daffodils blow,

Winds go,

Grasses grow.

Whatever⁵ I say, or know.

2. Read the poem silently for better understanding.
 3. Listen to the poem and then repeat it after the speaker.
 4. Learn the poem by heart.

- II. a) Read the international words in transcription:

apparatus [ˌæpə'reɪtəs], **chemical** ['kemɪkəl], **leader** ['li:də],
person ['pɜ:sn], **photographic** [ˌfəʊtə'græfɪk], **radio-active** ['reɪ-
 dɪəʊ'æktɪv], **radio-activity** ['reɪdɪəʊæk'tɪvɪtɪ], **radium** ['reɪdjəm],
uranium [juə'reɪnjəm].

¹ streams — ручьи

² softly — спокойно, мягко

³ daffodils gently blow — нарциссы нежно расцветут

⁴ roaring — порывистый

⁵ whatever — что бы ни

b) Use the necessary word in the sentences.

1. Maria Curie discovered 2. Our school laboratories have necessary . . . for experiments in physics and chemistry. 3. Moris Torez was the . . . of the French Communist Party. 4. Ivan Alexandrovich Khlestakov was taken for a very important 5. . . . is a heavy, white, metallic element. It is

III. 1. a) Form nouns by adding *-ing*. Use the model:

read — читать; *reading* — чтение

Teach, hear, fight, sing, meet, build, land, fire, begin, wait.

b) Use the necessary word in the sentences.

1. I want to become a teacher, because I think . . . is a good and useful profession. 2. The bus-stop is the place of our Then we all go to school. 3. 'A good . . . is half the ending' says the proverb. 4. . . . is necessary to understand a spoken language.

2. a) Form verbs by adding *-en*. Use the model:

strength — сила; *strengthen* — усиливать

Dark, white, black, length, short, weak.

b) Use the necessary word in the sentences.

1. Mother often . . . the stove in the kitchen. She likes when it is white like snow. 2. "Pete, . . . the classroom. We shall see a film," said the teacher. 3. Ann says that her skirt is too long. She will . . . it. 4. Slava asked his sister to . . . his trousers, because they are short for him. 5. The boy's strength was . . . , because he stayed in bed and did not move.

3. Use *warm* or *warmth* in the sentences. (Remember: *warmth* — теплота; *warm* — теплый.)

1. It was a . . . day. 2. The . . . of the sun was so pleasant. 3. "I am . . . ," said the child. 4. He was pleased with the . . . of his welcome. 5. The woman spoke with some 6. What a pleasant, . . . fire!

4. a) Give the opposites by adding *un-*. Use the model:

known — известный; *unknown* — неизвестный

Usual, like, happy, natural, important, invited, pleasant.

b) Use the necessary word in the sentences.

1. The child felt . . . , because nobody could play with him.
2. "You can see several good pictures of the same artist on that

wall, but his name is . . .," said the woman to the tourists. 3. I couldn't recognize Mike; his way of speaking was 4. Old people often find modern music 5. This cow is . . . other cows in our village.

5. a) Form verbs from the following nouns using the model:
winter — зима; *to winter* — *зимовать*

A hand, a head, a face, a mark, a delegate, a talk.

b) Read, copy and underline verbs with one line and nouns with two lines.

1. The doctor said to Tom, "Show me your left hand." "Hand in your exercise-books," said the teacher to the pupils. 2. The state farm delegates some representatives to the conference. Some delegates had a talk in the hall. 3. There is a good mark in his English exercise-book. They mark the place on the map. 4. The windows of their flat face the park. She always washes her face with cold water.

IV. a) Read with the teacher and study the use of the new words.

contain, contained; The book contains useful information.

lead (led), to lead a horse, to lead a person, to lead an army; leading, leading article, leading questions.

degree, degrees; We had ten degrees of frost last night.

ray, rays, heat-rays, **X-rays**; Uranium emits rays which are very much like X-rays.

property, properties; You must know the chemical properties of iron.

proper, proper apparatus, the books proper to this subject.

similar; Silver is similar in colour to steel. They are similar in shape, both are round.

research, research work; This man is engaged in research work. Many scientists carry out a research in agriculture. The researches of the agronomist have been successful. He received a new sort of wheat.

substance; Steel is a hard substance.

wonder, wondered; I wonder where my book is. I wondered who it was; **wonder**, wonders; They were filled with wonder. Television is one of the wonders of modern science.

in spite of; The people worked in the field in spite of bad weather.

b) Read Ex. IV a), copy the sentences and underline the new words.

v. a) Make up sentences. Translate the sentences with the star.

<p>1. I Ann</p>	<p>wonder wonders</p>	<p>who this man is. what the box contains.* what the properties of silver are. what the leading article was in that newspaper.* at Ann's singing. at Mary's memory.</p>
<p>2. In spite of</p>	<p>it all the weather</p>	<p>the scientists carried out the research.* the people worked in the fields. the travellers started for the mountains. we decided to go to town on Sunday. Igor studies well. they went to the theatre.</p>
<p>3. What are the proper- ties of</p>	<p>iron? silver?*</p> <p>gold? steel? cotton?*</p> <p>wool? paper?*</p>	

b) Write 2—4 sentences on each of the tables.

VI. Fill person, substance, radio-active, apparatus, degrees, contains, research, similar, property, wonder in:

1. This chemical . . . was discovered by our scientists. 2. This new . . . is made in the Soviet Union. Now it is known all over the world. 3. Radio-activity is the . . . of all radio-active elements. 4. He was the first . . . to receive the Lenin Prize twice. 5. This . . . substance became known only several years ago. 6. In Moscow we had over thirty . . . of frost last winter. 7. Igor's collection . . . more than two hundred stones. 8. This young scientist is carrying a very important . . . work. 9. These two flowers are . . . in colour. 10. I . . . at the child's memory. He knows so many poems and stories.

- Ⓞ VII. 1. Listen to dialogue 51 and then repeat it after the speaker.

DIALOGUE 51

A: Are you fond of reading?

B: Yes, I like reading very much.

A: What interests you most?

¹
B: **Geography.**

A: Have you read anything about ²France?

B: I have read almost everything that I could find on the subject.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words and phrases in bold type by those given in columns:

¹	²
travel-books	Ireland
science	physics
biology	bees
chemistry	radio-active elements

5. Make up a dialogue of your own (work in pairs).

- VIII. 1. Read the text 'Maria Curie' and write out the sentences which you think contain its main ideas.
2. Read the text and speak about: 1) the conditions in which the Curies worked; 2) Maria Curie's life in France; 3) Pierre Curie, a famous scientist.

MARIA CURIE

(1867—1934)

Maria Curie was born in Warsaw on the 7th of November, 1867. Her father was a teacher of science and mathematics in a school in the town, and from him little Maria Sklodovska — which was her Polish name—learnt her first lessons in science. Maria wanted to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land for Paris in 1891.

In Paris Maria began a course of hard study and simple living. She determined to work for two Master's degrees—one in physics, the other in mathematics. So she had to work twice as hard as any other student. Yet she did not have enough money to live on, and soon her strength was weakened, because she had no proper food and warmth. She lived in a small room in the poorest part of Paris. Night after night, after her hard day's work at the University, she would climb to her poorly furnished room and work at her books for hours. Her meals were poor, sometimes no more than a few cherries, which she ate as she studied. Though she was often weak and ill under this hard life,

she worked in this way for four years. Nothing could turn her from the way she had chosen.

Among the many scientists Maria met and worked with in Paris was one—Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from his childhood he was interested in science.

At sixteen he was a Bachelor of Science, and he took his Master's degree in physics when he was eighteen. When he met Maria Sklodovska he was thirty-five years old and was already famous in Europe for his discoveries in magnetism. But in spite of the honour he had brought to France by his discoveries, the French Government could only give him a very small salary, and the University of Paris refused him a laboratory of his own for his research work.

Pierre Curie and Maria Sklodovska loved science more than anything else. Very soon they became the closest friends. They always worked together and discussed the many problems of their work. After a little more than a year they fell in love with each other, and in 1895 Maria Sklodovska became Madame Curie.

By this time Maria Curie had got her Master's degree in physics and mathematics, and was busy with research on steel. She now wanted to get a Doctor's degree.

For some time Pierre and Maria Curie were interested in the work of a French scientist named Becquerel. There is a metal called uranium which, as Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was covered in black paper. The Curies kept wondering about these rays of uranium. There were many questions that puzzled Maria Curie and her husband. Here, they decided, was the subject for Maria's Doctor's thesis.

The research was carried out under great difficulty. Madame Curie had to use an old store-room at the University as her laboratory—she was refused a better room. Here it was cold, there was no proper apparatus and the room was too small for research work. But Maria Curie had to make the best of it. Soon she discovered that the mysterious rays of uranium were much more peculiar than she believed. They were like no other known rays.

Maria Curie began to examine every known chemical body. After repeating her experiments time after time she found that a mineral called pitchblende emitted much more powerful rays than any she had found.

As Maria Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende, she could only decide that this mineral must contain some new element. Here was a mystery. Scientists had said that every element was already known to them. But all Maria Curie's experiments proved one thing. Pitchblende must contain some new and unknown element. There was no other explanation for the

powerful rays which it emitted. Scientists call the property of giving out such rays 'radio-activity', and Madame Curie decided to call the new element 'radium', because it was more strongly radio-active than any known metal.

Madame Curie-Sklodovska died in 1934. She was the leading woman scientist, the greatest woman of her time and was the first person who received the Nobel Prize twice.

3. Tell the class about the main ideas of the text.
4. Say what you have learnt about Maria Curie.

IX. Speak about any famous Soviet woman that you know.

Read and learn the proverb.

Knowledge is power.— В знании сила.

Supplementary Reader: 'The Adventure of My Aunt' by W. Irving; 'Daffodils' by W. Wordsworth

V o c a b u l a r y

apparatus* прибор, инструмент	photographic plate* фотогра- фическая пластинка
atomic атомный	pitchblende* уранит
Bachelor of Science* бакалавр	proper надлежащий
chemical химический	property свойство
contain содержать	puzzle* загадка; озадачивать
degree градус; степень	ray луч; излучать(ся)
Master's degree* ученая сте- пень магистра	X-rays рентгеновские лучи
Doctor's degree* ученая сте- пень доктора наук	radio-activity* радиоактивность
Doctor's thesis* докторская дис- сертация	research* исследовать; исследо- вание
emit* излучать	salary* жалование
explanation объяснение; толко- вание	similar подобный, похожий
furnished* обставленная	store-room* кладовая
in spite of* несмотря на	substance вещество; сущность
lead (led) вести; руководить	uranium* уран
peculiar* специфичный, особен- ный	wonder удивление; удивляться; желать знать
person лицо, человек	kept wondering* продолжали удивляться
	would climb* обычно взбира- лась

Lesson Fifty-One

51

The Fifty-First Lesson

I. a) Read the international words using transcription:

character [ˈkærɪktə], **detective** [dɪˈtektɪv], **elementary** [ˌeli-
ˈmentəri], **fashion** [ˈfæʃn], **intelligent** [ɪnˈtelɪdʒənt], **policeman**
[pəˈliːsmən], **police** [pəˈliːs], **practice** [ˈpræktɪs].

b) If you guessed the meaning of the words, use them in the sentences.

1. Charles Dickens created many wonderful Can you describe the . . . of Bazarov? 2. . . . changes every season. Young people like to follow the 3. Doctor Brown has a large If you want to know English you should have a lot of . . . in reading and speaking the language. 4. Sherlock Holmes was a famous Do you like . . . stories? 5. When I was nine years old I went to . . . school. This problem is not difficult at all, it is quite 6. A . . . came up to Soapy and took him to the (*O. Henry*) 7. An . . . person is one who shows a high degree of understanding.

II. 1. Read and remember:

hide—hid—hidden
steal—stole—stolen
strike—struck—struck
wake up—woke up—woken up

2. Choose the necessary form of the verbs.

1) I (*wake, woke*) up at 5 o'clock and couldn't sleep any longer. When does your father usually (*wake, woke*) up? When Mother entered the room the baby had (*woke, woken*) up and played with a red ball. 2) Dogs often (*hide, hid*) their food somewhere. The sun was (*hid, hidden*) by the clouds. Nick (*hid, hidden*) an apple and ran away. 3) You must (*strike, struck*) a match, because it is dark here. The clock (*strike, struck*) eight when I woke up. He (*strike, struck*) his enemy on the mouth. An idea suddenly (*strike, struck*) me.

3. Use the necessary verb in the sentences.

1) When do you usually . . . in the morning? 2) When I was a child I liked to . . . myself under the bed. 3) Little Ann . . . herself behind the door and thought nobody could find her there. 4) A poor child was crying, because somebody had . . . her ball. 5) The dog . . . Ann's shoe and . . . it somewhere in the garden, so we couldn't find it anywhere. 6) When we . . . the sun was shining brightly. We didn't know that it was already 8 o'clock. 7) You . . . my bag, boys, haven't you? 8) . . . you, boy! It is time to have breakfast and go to school. 9) The tower clock . . . twelve. It is time to go to bed.

III. 1. Form the verbs by adding -en to the following words.

For example: sharp — острый; *sharpen* — *заострять*,
точить

White, deep, dark, length, strength, sharp.

2. Choose the necessary word in the sentences.

1) The Oka is a (*deep, deepen*) river. The collective farmers plan to (*deep, deepen*) the lake next year. 2) The night was (*dark, darken*) when we were returning home. Please, (*dark, darken*) the room, I am going to show you the film 'New York'. 3) I don't like the (*length, lengthen*) of your coat. You should (*length, lengthen*) it a little. 4) My mother likes (*white, whiten*) doors. She asked my brother to (*white, whiten*) all the doors in the house. 5) The builders will (*strength, strengthen*) the bridge in our village, so cars and lorries will move along the bridge. 6) Don't take this knife. It is (*sharp, sharpen*). Please, (*sharp, sharpen*) this knife. It does not cut meat.

IV. Give the plural of the nouns.

F o r e x a m p l e: a wolf — *wolves*

A wife, a shelf, a thief, a half.

V. Give the three forms of the verbs.

Become, sell, steal, sow, go, find, run, sleep, cut, see, wake, hide, put, strike, ride.

VI. Complete the sentences.

F o r e x a m p l e: . . . is one who lives in a village.— *A villager is one who lives in a village.*

1. . . . is one who is on strike. 2. . . . is one who murders a person. 3. A creator is one who . . . 4. A cutter is one that . . . 5. A sharpener is that which . . .

VII. a) Read with the teacher and study the use of the new words.

able, be able; I shall be able to do it soon. Oleg will be able to ride a bicycle next year.

notice, take no notice; She took no notice of the letter.

search, searched; The detectives searched the prisoner for a hidden knife.

admit, admitted; She will never admit that she is wrong.

smoke, smoked; Do you smoke? No, I don't smoke; **smoke;** We saw some smoke in the valley: someone had made a fire.

frighten, be frightened; Did the noise frighten you? Are you frightened of that dog?

pipe, pipes; Sherlock Holmes smoked a pipe.

deny, denied; The boys deny that they have destroyed the flowerbed in front of the school.

worry, worried; Mother usually worries when I come late.

defend, defended; They defended the city against the enemy.

enemy, enemies; The Soviet Union has both friends and enemies in the capitalist world.
defence, self-defence; These high walls were built as a defence against enemies. A thick coat is a good defence against the cold.
arrest, arrested; Soapy was arrested and put in prison. (*O. Henry*)
murder; There have been six murders in New York this week. At last the policemen found the murderer.
dead, dead body; A dead body was found near the road. When the doctor came, the old man was already dead.
bush, bushes; We get tea from bushes. Trees and bushes grow in forests.
violin, violins; Paganini played the violin wonderfully. He was a famous violinist.
be mistaken; I am sorry I was mistaken.
strike, strikes; The workers of the plant were on strike when the Indian delegation came to the owner.
valuable, valuable stones, valuable pictures; Silver and gold are valuable metals.

b) Read Ex. VII a), copy the sentences and underline the new words.

VIII. Read the words following the rules of reading.

[dʒ]	[ou]	[ʌ]	[e]	[k]
German	rode	under	arrest	school
general	woke	underground	arrested	chemist
generate	local	struggle	defend	chemistry
engage	stole	club	defended	character
engagement	stolen	pub	defence	cock
change	notice	crush	enemy	clock
changes	noticed	crushed	enemies	sock
original	smoke	drug	detective	socks
originally	smoked	drugged	elementary	struck

IX. a) Make up as many sentences as possible to correspond to real situations.

1. He Ann They	took no notice of	the noise in the classroom (a baby crying in the next room, the music which was heard from outside, two quarrelling dogs, my coming into the room, the telephone ringing, the dog lying near the door, the bees sitting in the flowers).
----------------------	----------------------	--

2. I admitted	that I was wrong (that I had taken the book, that I had broken this plate, that I had smoked a pipe with my friends, that I had seen the quarrelling cats, that I had destroyed the basket).		
3. The baby Zina The children	was were	frightened of	a black dog. a goose. wolves. the noise in the next room.
4. Did the noise	frighten	you (your child, the old woman, the old man, her, him, the children)?	
5. He The boy	denies	that he has seen Mary (that he has been late for school, that he has climbed that tree, that he has gone to the forest, that he has crushed that bush, that he has brought the drug and given it to the dog).	
6. My mother	worry worries	when I come late from school. when I miss lessons. about little things.	

b) Write 2 sentences on each of the tables.

X. a) Don't confuse the following words:

steel — сталь	practice — практика
steal — красть, спросу	practise — практиковаться
братъ без	

b) Use the right words in the following sentences.

1. We need a lot of . . . to be able to speak English. 2. Try to . . . in speaking English at every lesson. 3. They produce a lot of . . . every year. 4. Don't . . . apples. Stealing is a crime.

XI. Read the sentences and say what part of speech the word in bold type is. Translate the sentences.

1. The police **arrests** thieves and puts them in prison. The police made several **arrests**. 2. In the valley we saw a **smoke**. There was so much **smoke** that it got into the eyes. Do you **smoke**? No, I don't. I don't understand people who **smoke**. I never saw my father **smoke**. 3. The police **searched** the city for the thief. I have **searched** my memory but I can't remember the man's name. The children organized a **search** of the missing dog. 4. Sherlock Holmes is a famous **detective**. Some people are fond of reading **detective** stories. 5. We must **start** early. They made a **start** at 7 o'clock. 6. We always **help** collective farmers in gathering fruit in summer and in autumn. Medical knowledge was a great **help** to Conan Doyle. 7. Horses are kept in a **stable**. John, a **stable-boy**, said that the **stable** door was shut. 8. When I got ill, Mother gave me some **drugs**. The man had **drugged** the stable-boy to make him sleep. 9. The workers were on **strike** for a week. **Strike** a light, please, it is dark here. 10. He has an **enemy** there. It was an **enemy** ship.

XII. Ask 'what' questions for the classmates to answer.

*For example: Mike is able to make fun of everyone.—
What is Mike able to do? To make fun of everyone.*

1. Ann will be able to keep her promise. 2. They will be able to reach the top of the mountain in four hours. 3. The boy will soon be able to bring water. 4. They will be able to defend their plan. 5. The old man will be able to help the detective. 6. I was able to work hard at that time. 7. **The children** will be able to swim and boat there. 8. We shall be able to plant an apple-tree near the house. 9. Kate will be able to milk the cow next year.

XIII. Read the sentences of the first column and find the one in the second column to complete each of them.

For example: The child couldn't find the ball, because his brother had hidden it.

1. The child couldn't find the ball,		because the knife was sharp.
2. The teacher of history has a good knowledge of the subject,		because they watched TV and the programme was very interesting.

- | | |
|---|---|
| 3. We all were frightened, | because his brother had hidden it. |
| 4. We must have practice in speaking English, | because he had studied at the University. |
| 5. She cut the meat well, | because we want to know this language. |
| 6. They took no notice of my coming, | because there was a terrible storm. |

XIV. Ask various questions to get more information from the teacher or your classmates and then say what you have learnt about it. Use the model:

She cut her hand.

Your Questions	Their Answers
<i>Who cut her hand?</i>	<i>Ann did.</i>
<i>When did she cut it?</i>	<i>Yesterday.</i>
<i>What did she cut it with?</i>	<i>With a knife.</i>
<i>Why did she cut her hand?</i>	<i>Because the knife was sharp.</i>

You sum up the answers and say:

Yesterday Ann cut her hand. She cut her hand with a knife, because it was sharp.

1. They destroyed the house. 2. She reads English. 3. He plays the violin. 4. He smoked a pipe. 5. He created it. 6. She denies it. 7. She will be able to do it. 8. She finished the elementary school. 9. He has hidden it. 10. They were on strike.

XV. 1. Read the sentence.. Pay attention to the verbs.

I am so happy. So am I.
 I can read Dickens in the original. So can I.
 I have some drug. So have I.
 I speak English. So do I.
 I was there. So was I.
 I am not tired. Neither am I.
 I have no sister. Neither have I.
 I cannot skate. Neither can I.
 I do not smoke. Neither do I.

2. Complete the following:

1. Nick can skate. So . . . 2. Ann likes to dance. So . . .
 3. Mary is tired. So . . . 4. Mike has got 'a five' in English.
 So . . . 5. I am not hungry. Neither . . . 6. Ann is not thirsty.
 Neither . . . 7. She is not afraid of dogs. Neither . . . 8. The
 boy was not frightened. Neither . . .

- Ⓐ XVI. 1. Listen to dialogue 52 and then repeat it after the speaker.

DIALOGUE 52

A: You like **music**, don't you?

B: Yes, I do.

A: So do I.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the word in bold type by those given below:

dancing	art
painting	literature
skating	chess

5. Make up dialogues of your own.

- Ⓑ XVII. 1. Listen to dialogue 53 and then repeat it after the speaker.

DIALOGUE 53

A: You don't like **fishing**, do you?

B: No, I don't.

A: Neither do I.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the word in bold type by those given below:

boxing
football
black cats

5. Make up dialogues of your own.

- Ⓒ XVIII. 1. Listen to dialogue 54 and then repeat it after the speaker.

DIALOGUE 54

A: How are you feeling today, Mary? Didn't you catch a cold yesterday?

B: Why?

A: Well, it was a cold afternoon. And you were sitting in the park so long.

B: Sitting in the park? What are you talking about?

A: Well, weren't you in the park yesterday about five? With a good-looking young man, tall and dark?

B: Really, you're talking nonsense. I wasn't there. I was at home all day long.

A: I'm sorry. I was mistaken then.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Dramatize the dialogue.

- XIX. 1.** Read the text and answer the questions: 1) What was Conan Doyle? 2) What fashion did Conan Doyle start? 3) When did Conan Doyle create his famous character, Sherlock Holmes? 4) What was Watson?

A. CONAN DOYLE

(1859—1930)

With the words "Elementary, my dear Watson . . .", the most famous detective of all time, Sherlock Holmes, starts to explain a crime to his friend, Dr. Watson. That phrase has now entered the English language.

Sherlock Holmes first appeared in a book called 'Study in Scarlet'. He became famous in 'The Adventures of Sherlock Holmes', first published in the 'Strand Magazine'. After that came a whole series of books about him: 'The Memoirs of Sherlock Holmes', 'The Return of Sherlock Holmes', 'The Hound of the Baskervilles', and many others. Many thousands of the Sherlock Holmes books are still sold every year.

Who invented Sherlock Holmes? Arthur Conan Doyle was his inventor. Arthur Conan Doyle was born in Scotland, of Irish parents. He was a doctor. In 1882 he moved from Scotland to England, to Southsea near Portsmouth, to set up a practice. One of the doctors he worked for, Dr. Joseph Bell, was the model for Sherlock Holmes's friend, Dr. Watson. Conan Doyle's medical knowledge was a great help to him in his detective stories.

Conan Doyle started the fashion of the detective story. Today the fashion goes on—with Simenon's Inspector Maigret stories and the stories of other writers.

And what sort of man is Sherlock Holmes? We learn a lot about him from the stories in which he appears. He has a thin face and intelligent eyes. He speaks when he has something to say. He smokes a pipe (he has a collection of them). He plays the violin. He lives at 221 'B' Baker Street in London.

If you go to London, you will not be able to find 221 'B' Baker Street. But instead, you can go to a pub called 'The Sherlock Holmes' in Northumberland Street (near Trafalgar Square). In that pub there is a room like Sherlock Holmes's room at 221 'B' Baker Street, as described in Conan Doyle's stories. There is also the stuffed head of a hound. It is said to be the original 'hound of the Baskervilles'!

Sherlock Holmes after more than eighty years is still the most famous detective in the world.

Sir Arthur Conan Doyle, the novelist, first created his famous character, Sherlock Holmes, in 1885. Six years later, when he wrote another group of stories about the detective, Sherlock Holmes was a name that everybody knew.

When Conan Doyle began to get tired of writing detective stories, he decided to 'kill' Holmes. He wrote a story in which

Holmes meets his great enemy, Professor Moriarty, in Switzerland. Holmes and Moriarty fight, and fall over a cliff and are both killed. The public didn't like it. Conan Doyle had to write another story in which Holmes comes back.

Conan Doyle was a bourgeois writer. He did not criticize bourgeois society. He became popular because of his love for people.

2. Say: 1) what words Sherlock Holmes uses when he starts to explain a crime to his friend; 2) what was a great help to Conan Doyle in describing a crime; 3) why Conan Doyle 'killed' Sherlock Holmes; 4) why Conan Doyle had to make Sherlock Holmes live again in his stories.
3. Pick out of the text everything you need to speak about Sherlock Holmes.
4. Tell the class what you know about Sherlock Holmes.

- X. 1. Read one of the Sherlock Holmes mysteries using a dictionary and write out all the characters.

For example: *Silver Blaze*—a horse; *John Straker*—its trainer, and so on.

SILVER BLAZE

After Conan Doyle

In Devon, a valuable racehorse, Silver Blaze, had disappeared; its trainer, John Straker, was found dead.

Silver Blaze was ready to run in an important race in a few days' time. On the night he disappeared, a stable-boy was guarding him. The boy had a dog with him, and two other boys were sleeping above the stable.

A girl who was taking the boy his supper saw a stranger near the stables. She ran back to the house to get help, and the stranger ran away. The stable-boy said that the stranger had asked him, "Will Silver Blaze really win the race?" The boy said he hadn't opened the stable door.

At about midnight, John Straker, the horse's trainer, told his wife he was still worried about the horse. He went out, towards the stables, taking a sharp doctor's knife with him.

The next morning, the stable door was opened. The horse had gone, and the stable-boy was unconscious. Opium was found in his food. Usually, you can taste opium, but he had strong meat for supper, and that had hidden the taste.

John Straker was found out on Dartmoor. He was dead, his head crushed. His coat was hanging over a bush. Near him was his knife, and a scarf which was recognized as the stranger's.

The police found and arrested the stranger, Mr. Simpson. They said he had drugged the boy, stolen the horse and killed Straker. Simpson denied it all, and they still didn't know where the horse was.

Colonel Ross, the horse's owner, then sent a telegram to Sherlock Holmes, asking him to find the horse. Holmes and his friend, Dr. Watson, were at their flat in Baker Street in London. They had read the whole story in the newspapers. Holmes took no notice of the telegram, saying that Silver Blaze was somewhere on Dartmoor, and would soon be found.

Two days later, Holmes understood he was mistaken, and he and Dr. Watson took a train to Tavistock, in Devon. They went to the place on Dartmoor where Straker's body was found. There, Holmes found a match. Then they searched the place, and finally found the tracks of Silver Blaze. Some of the prints were alone, pointing towards Colonel Ross's stables; others had the footprints of a man with them, and pointed towards another stable.

Holmes and Watson talked to the owner there, and he finally admitted that he had stolen Silver Blaze, taken him home and hidden him. He wanted his own horse to win the race. He said he knew nothing about the murder.

Now, said Dr. Watson, the mystery was over. The police had found the murderer, and they had found the horse. Sherlock Holmes didn't agree. When they went back to Colonel Ross's stables, Holmes asked, "Was there anything wrong with any animals on the farm?" A farm-worker said that three of the sheep had gone lame.

If Simpson, the stranger, had drugged the stable-boy, he was very lucky. He couldn't know that there was meat for supper. And how did he put the drug in the food?

The two boys sleeping hadn't woken up. So the dog hadn't barked. So the dog knew the thief.

Who carries a doctor's knife for self-defence? A knife like that is for something different—like making a horse lame.

Someone who isn't a doctor would have to practise an operation of a horse's leg—perhaps he would practise on some sheep.

A man who hangs his coat on a bush, and strikes a match, doesn't run after thieves. He's going to do something difficult; like operating on a horse.

The scarf? Straker must have found it near the stables, and decided to tie the horse's legs with it. Silver Blaze became frightened, kicked back, and killed Straker.

Why would Straker want to lame a horse which he trained? Because he had bet money on another horse.

Elementary, my dear Watson!

2. Read the mysterious story again and say: 1) what you know about the stable-boy; 2) what you know about John Straker; 3) whom the police arrested; 4) where Sherlock Holmes found Silver Blaze, the racehorse; 5) what helped Sherlock Holmes to find the horse; 6) why Colonel Ross took the horse home and hid him; 7) how Sherlock Holmes found out that John Straker had stolen the horse.

3. Write a plan of the story in the form of statements.

For example: 1. *John Straker, a trainer, was found dead.*
2. *Silver Blaze, a horse, disappeared and so on.*

4. Tell the mysterious story following the plan.

Read and learn the proverb.

Strike the iron while it is hot.— Куй железо, пока горячо.

Supplementary Reader: 'The Adventure of the Blanched Soldier',
by Conan Doyle

V o c a b u l a r y

able умелый

be able мочь, уметь

admit признавать, соглашаться

arrest* арестовывать; арест

bark* лаять

bet money* ставить на скачках

bush куст

character персонаж, действующее лицо

cliff* скала

colonel* полковник

crime* преступление

crush* дробить, разрушать

dead мертвый

defence защита

self-defence самозащита

defend защищать(ся)

deny* отрицать, отклонять

detective* сыщик; детективный

drug* давать лекарство; лекарство

elementary элементарный, начальный

enemy враг; противник

fashion стиль, мода

frighten пугать

be frightened испугаться

guard* охранять

hang* (hung) вешать (что-либо)

hide (hid, hidden) прятать(ся)

intelligent умный; смывленный

lame* хромой

match* спичка

(be) mistaken* ошибаться

murder убийство; убивать

nonsense* чепуха, ерунда

notice замечать

take no notice не обращать
внимания

pipe* труба; трубка

police полиция

policeman полицейский

practice практика

practise an operation практи-
коваться в операции

pub* трактир, деревенская го-
стиница

scarf* шарф

search искать

sharp острый

smoke дым; курить

stable* конюшня

steal (stole, stolen) красть

strike (struck) ударять, бить
strike забастовка

be on strike бастовать

stuffed head of a hound* чучело
головы собаки

thief (thieves) вор, жулик (воры)

track* след

unconscious* бессознательный

valuable ценный

violin* скрипка

wake (woke, woken) up просы-
паться

worry беспокоить(ся)

- I. a) Read the international words in transcription and give Russian equivalents:

brilliant [ˈbrɪljənt], **cabin** [ˈkæbɪn], **continent** [ˈkɒntɪnənt], **cosmonaut** [ˈkɒzmənɔ:t], **gravity** [ˈgrævɪtɪ], **horizon** [həˈraɪzn], **object** [ˈɒbdʒɪkt], **pilot** [ˈpaɪlət], **press-conference** [ˈpresˈkɒnfərəns], **risk** [rɪsk], **spherical** [ˈsfɪərɪkəl], **technologist** [tekˈnɒlədʒɪst].

- b) Use the necessary word in the sentences.

1. The weather was fine. We had a week of . . . sunshine.
 2. . . . is the line at which the earth (or sea) and sky appear to meet. 3. Valery Chkalov was a famous 4. The pilot sits in the . . . of an airplane. 5. Yuri Gagarin was the first . . . , and Valentina Tereshkova was the first woman 6. The Soviet cosmonauts . . . their life to achieve a victory for their country.
 7. The sun and planets are . . . in shape. 8. Every pupil should know Newton's law of 9. An . . . is a thing that can be seen and touched. Tell me the names of . . . in this room. 10. Ivan Stogov has entered the Technological Institute, because he wants to become a

- II. Say a few words about any pilot or cosmonaut you like best: 1) who he (she) is (was); 2) when and where he (she) lives (lived) and 3) what he (she) is (was) famous for.

- III. a) Read with the teacher and study the use of the new words.

flight, flights; a cosmic flight, cosmic flights; the spring and autumn flights of birds, a flight in an airplane; a non-stop flight from Moscow to New York.

space, **space flight**, **cosmic space**; When did the first flight into cosmic space by man take place?

float, floated; The boat floated down the river to the sea; **float**; 'A float' means 'a thing that floats or that helps something else to float'. You could see a float of ice on the river in early spring.

clear, **clearly**; Speak clearly, I cannot understand what you mean. The mountain was clearly seen, though it was far away.

distinguish; 'To distinguish' means 'to see or hear clearly'. The brothers were so much alike that it was impossible to distinguish one from another. Speech distinguishes man from the animals.

transition; 'Transition' means 'the change from one place (state) to another'. The transitions from cold to warm weather this spring have brought much illness. The age of 13—18 is a transition period between childhood and manhood.

smooth, a smooth road, a smooth sea; The way is now smooth.
smoothly; The transition from one state to another happens smoothly.

hope, hopes; I have good hope that he will soon be well again.
While there is life there is hope.

hope, hoped; 'To hope' means 'to expect'. We hope to see you soon. Let's hope for the best.

force, forces; the force of gravity, the Air Force, the force of falling water, the force of winds, the armed forces of a country, the force of a law; When does the new law come into force?

weigh; 'To weigh' means 'to find out how heavy something is'; to weigh one's words.

weight; 'The weight' means 'the property of being heavy'. Air has not much weight.

speed, at a high speed, at the speed of 80 miles an hour; We travelled at full speed.

gradual; 'Gradual' means 'taking place by degrees, little by little'. The transition from one colour to another was gradual.

meadow, meadows; A meadow is a piece of grassland. There are a lot of meadows in the region.

notebook; We write in notebooks.

b) Read Ex. III a), copy the sentences to illustrate the use of the new words. Underline the new words.

IV. Read the words following the rules of reading.

[aɪ]	[ɪə]	[θ] [ð]	[æ]	[ou]
night	hear	tooth	cabin	road
right	near	month	gradual	boat
light	nearly	monthly	gradually	goal
flight	clear	smooth	passage	float
flights	clearly	smoothly	passages	floats

V. Read the following sentences and say what part of speech the word in bold type is. Translate the sentences.

1. There wasn't enough water to float the ship. I can't see any float on the river. 2. This car can reach the speed of about eighty miles. Lorries and cars speed along the road. 3. Never force a person to read something he doesn't like. The house was destroyed by the force of the wind. 4. I hope the Soviet sportsmen will win the game. We have good hope that Ann will be among the best pupils of the class.

VI. 1. Form adverbs by adding -ly. Use the model:

clear — ясный; clearly — ясно

Complete, smooth, gradual, clear.

Use the necessary word in the sentences.

1. The day was . . . and the sun shone brightly. We could . . . see the mountain. 2. The surface of the table is clean and The bicycle ran . . . down the hill. 3. The agronomist spoke about . . . increase of wheat crop. . . . the clouds covered the sky and it began raining. 4. I have . . . forgotten these words. Our school laboratory has a . . . collection of plants which grow in our region.

2. Form adjectives by adding -able. Don't forget to double t. Use the model:
read — читать; *readable* — легко читающийся

Change, recognize, understand, forget, distinguish.

Use the necessary word in the sentences.

1. The book is easy to read. It is 2. I can't forget this film. It is un... . 3. You can easily understand this text. It is quite 4. These objects are easy to distinguish. They are 5. The weather is so . . . this month. 6. You cannot recognize our village. It is un... .

3. Form abstract nouns by adding -ship. Use the model:
friend — друг; *friendship* — дружба

Champion, hard.

4. Form abstract nouns by adding -hood. Use the model:
boy — мальчик; *boyhood* — отрочество

Child, man, brother.

5. Form verbs by adding re-. Use the model:
read — читать; *re-read* — перечитывать

Write, place, open, tell, build, plant, wash.

VII. 1. Read and don't confuse the following words:

last — последний
last — длиться

state — государство
state — состояние

2. Read and say what the words in bold type mean:

1) Which horse came in **last**? How long did your meeting **last**? 2) Gas is one of **states** of the substance. The Soviet Union is the first socialist **state** in the world.

VIII. Read the sentences with **weigh** and its derivatives and translate them into Russian.

weigh $\left\{ \begin{array}{l} \text{weight} \\ \text{weightless} \\ \text{weightlessness} \end{array} \right.$

These vegetables **weigh** six kilograms.

The **weight** of the sheep is about thirty kilograms.

The boy felt himself **weightless**.

This boy wants to fly into cosmic space and to feel the state of **weightlessness**.

IX. a) Make up as many sentences as you can.

<p>I The scientists The astronomers The engineer The cosmonaut</p>	<p>hope hopes</p>	<p>that</p>	<p>you can distinguish these objects. we shall know more about Mars soon. they will complete the research in time. they can increase the speed of cars. he will take part in this space flight.</p>
--	-----------------------	-------------	---

b) Write 2—4 sentences on the table.

X. a) Complete the sentences using the model:

Ann is ill. That's why she must stay in bed.

Pete got up late. That's why he can't come in time.

1. Kate was absent. That's why . . . 2. Andrew is my friend. That's why . . . 3. I have written my composition. That's why . . . 4. They have dug some holes. That's why . . . 5. I have eaten some salty food. That's why . . . 6. We have seen this French film. That's why . . . 7. I like to play volley-ball very much. That's why . . . 8. Pete has just fed his dog. That's why . . .

b) Write the beginning of the sentences.

For example: *The girl had to feed hens and geese. That's why she was late.*

. . . That's why I haven't written this exercise.
. . . That's why the collective farmers are building a new bridge.
. . . That's why he works hard.
. . . That's why Ann hasn't done her homework.
. . . That's why Mother is angry with her daughter.

XI. Arrange the words in the alphabetical order.

Wonder, weigh, add, active, person, nation, just, gravity, degree, space, shape, liberation.

XII. Fill **mankind, meadows, hope, cosmonaut, flight, speed, distinguish in:**

1. There are a lot of good . . . in our country. That's why it is easy for our collective and state farmers to feed their cows, sheep, horses and other animals. 2. I . . . you will be well soon. 3. V. Tereshkova is the first woman . . . in the world. 4. It was so dark in the room that I could not . . . anything. 5. . . . will never forget the first . . . into cosmic space performed by Yuri Gagarin. 6. He likes to travel by car at a high . . .

XIII. Ask various questions to get more information from the teacher or your classmates and then say what you have learnt about it. Use the **m o d e l**:

He wants to fly.

Your Questions

Their Answers

Who wants to fly?

Alec does.

Where does he want to fly?

To the Moon.

When does he want to fly?

Next year.

Who does he want to fly with?

With a cosmonaut.

Why does he want to fly?

Because he is interested in astronomy.

You sum up the answers and say:

Alec wants to fly to the Moon. He wants to fly there next year. Alec wants to fly to the Moon with a cosmonaut. He wants to fly to the Moon, because he is interested in astronomy.

1. It was launched. 2. They were on board the spaceship. 3. He performed the flight. 4. He was suspended. 5. He increased it. 6. It lasted long. 7. They achieved it. 8. He travelled at a high speed. 9. She was the first.

XIV. Name all the red calendar days. Use the **m o d e l**:

The 12th of April is the Cosmonautics Day.

⊙ XV. 1. Listen to dialogue 55 and then repeat it after the speaker.

DIALOGUE 55

1
A: Are you a journalist or a producer?

B: No, I'm neither.

A: What are you then?

2
B: I'm a detective story writer.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4. Replace the words or phrases in bold type by those given in columns:

1	2
a nurse or a doctor	an actor
a teacher or a student	a pilot
a bus-driver or a car-driver	a chemist

5. Make up dialogues of your own.

● XVI. 1. Listen to dialogue 56 and then repeat it after the speaker.

DIALOGUE 56

A: What will you do tomorrow?

B: If everything is all right, I shall visit ¹Vasilkovo.

A: ²How nice. And what about the evening?

B: In the evening we are going ³to a concert.

A: How ⁴interesting.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words or phrases in bold type by those given in columns:

1	2	3	4
the town	That's fine.	to the theatre	good for you
Ivanovo		to the cinema	
Tomilino		to the museum	

5. Make up dialogues of your own.

XVII. 1. Read the text and write out the sentences you think the most important.

YURI GAGARIN

It was on the 12th of April, 1961, when the first flight by man into cosmic space took place. Yuri Gagarin, the first cosmonaut in the world, was a 27-year old Air Force pilot at that time.

The spaceship flew at the speed of 300 miles a minute. That's six times faster than man ever travelled before. His flight lasted 108 minutes, but a circuit round the Earth took 89 minutes.

It was a brilliant achievement on the part of the Soviet scientists and technologists, and on the part of Yuri Gagarin who risked his life to achieve a victory for his country and mankind.

This is what Yuri Gagarin said at his press-conference: "On my flight the 'day' side of the Earth was clearly seen: the continents, islands, seas, and big rivers. Flying over Soviet land I could clearly see the big squares of collective farm fields, and it was possible to distinguish which was meadow and which was

forest. I could not see as well as from an airplane, but very, very well though.

I saw for the first time with my own eyes the Earth's spherical shape. I must say that the view of the horizon is very beautiful. You can see the noticeable change from the light surface of the Earth to the completely black sky in which you can see the stars. This transition, from light blue to dark, is very gradual and lovely.

I did not see the Moon. In space the sun shines ten times more brightly than on the Earth. The stars can be seen very well.

I felt excellent as I entered space. When weightlessness developed, everything was easier to do. My legs and arms weighed nothing. Objects swam in the cabin. During this state of weightlessness, I ate and drank, and everything was the same as on the Earth. My handwriting did not change, though my hand was weightless. But I had to hold my notebook or it would have floated away.

The passage back from weightlessness to the force of gravity, happened smoothly. Arms and legs feel the same as during weightlessness, but now they have weight.

I ceased to be suspended over the chair,¹ then I sat in it. When I returned to the Earth I was full of joy."

2. Say a few words about weightlessness.

3. Tell your classmates what you know about Yuri Gagarin.

XVIII. Speak about the first woman cosmonaut. Say: 1) who the first woman cosmonaut was; 2) if she has a family; 3) how many children she has; 4) where she lives; 5) if her husband is a cosmonaut, too.

Read and learn the proverb.

Be slow to promise and quick to perform. — Не дав слова — крепись, а дав слово — держись

Supplementary Reader: 'Mercury', 'Pioneer Pilots'

V o c a b u l a r y

brilliant* блестящий

cabin* кабина

circuit* кругооборот; оборот

clearly ясно, отчетливо

cosmonaut космонавт

distinguish различить; разглядеть

excellent* отличный

flight полет

float плавать; плот, паром

force сила; заставлять

force of gravity* сила притяжения

gradual постепенный

handwriting* почерк

hope надеяться; надежда

launch* запускать (самолет, ракету); спускать судно на

воду; спуск

meadow луг

¹ I ceased to be suspended over the chair — эд. Я перестал висеть над стулом

notebook записная книжка; тетрадь	space flight полет в космос
object предмет; вещь	spaceship* космический корабль
on board the ship* на борту парохода	speed скорость
on the part of* со стороны	spherical* сферический
passage* проход; отрывок	technologist* технолог
pilot пилот, летчик	that's why вот почему
press-conference* пресс-конфе- ренция	transit прохождение; проезд
risk* рисковать; риск	transition переход
smooth* гладкий, ровный; плав- ный	weigh весить; взвешивать(ся)
space пространство; космос	weight вес; гиря
cosmic space космическое пространство	weightless невесомый
	weightlessness невесомость
	(it) would have floated away* уплыла бы

Lesson Fifty-Three

53

The Fifty-Third Lesson

I used to get up at seven.

I. Read, copy and underline used to.

1. I used to come home at 3 o'clock. 2. The family used to have supper at seven. 3. Vadim used to read some book or newspaper before going to bed. 4. Mother used to wake the children early in the morning. 5. Slava's brother used to live in town.

II. Make up as many sentences as you can.

Mike Ann and Oleg She We	used to	laugh merrily (speak English, go hunting, climb mountains, telephone her, make progress in their work).
-----------------------------------	---------	---

III. Complete the sentences to correspond to real situations.

1. I used to . . . 2. My friend used to . . . 3. The teacher used to . . . 4. Mother used to . . .

IV. a) Read the international words in transcription:

administrative [əd'mɪnɪstrətɪv], **comfortable** ['kʌmfətəbl],
concentrate ['kɒnsəntreɪt], **director** [dɪ'rektə], **discipline** ['dɪsɪ-

plin], **inspector** [ɪn'spektə], **methodical** [mɪ'thɒdɪkəl], **natural** [ˈnætʃrəl], **province** [ˈprɒvɪns], **subordinate** [sə'bo:dɪneɪt].

b) Find their Russian equivalents among the following words and arrange them in pairs.

For example: *subordinate* — *подчинять*

Удобный, естественный, административный, директор, методический, область (провинция), сосредоточить(ся), инспектор, дисциплина.

V. a) Read with the teacher and study the use of the new words.

graduate, graduated; He graduated from Moscow University. Four hundred students graduate from this institute every year.

broad, a broad street, broad lands; **broaden**, broadened; 'To broaden' means 'to make or to become broad or broader'.

content(s), the contents of a schoolboy's bag, the content(s) of a book; Ask questions on the contents of the story.

common; 'Common' means 'used by more than one'. Land in our country is a common property.

waste, waste time, waste money; Don't waste time and money; a waste; It's a waste of time to wait any longer.

exist, existed; We cannot exist without air, food and warmth.

railway, railway station; Trains run on a railway. Have you seen the new railway station?

subscribe, subscribed; subscribe to a newspaper. Do you subscribe to the 'Pravda'?

b) Read Ex. V a), copy the sentences and underline the new words.

VI. Read the words following the rules of reading.

[ɔ]	[ɔ:]	[ɪ]	[eə]	[dʒ]	[kw]
crop	port	similar	air	arrange	question
cotton	sport	since	chair	strange	quite
hobby	born	win	pair	engage	equal
content	form	exist	pairs	bridge	quick
contents	sort	existed		language	quickly

VII. a) Form nouns by adding *-or* and *-tion*. Use the models:

invent — *изобретать*; *inventor* — *изобретатель*; *invention* — *изобретение*

Direct, inspect, illustrate, translate, act.

b) Use the necessary word in the sentences.

1. Marshak is an excellent . . . of W. Shakespeare. 2. Yuri Nikulin is a popular 3. Do you know the name of the . . .

of this book? I like the illustrations very much. 4. . . . Znamensky is a well-known character created by the Lavrovs. 5. This pupil can study only under the . . . of another.

VIII. Read and copy the sentences. Underline nouns with one line and verbs with two lines.

1. Don't waste time, please. Hurry up! It's a waste of money to buy such things. 2. Let's climb that hill. It is so pleasant to look at the village from there. When did you do that climb? 3. Her husband is a hunter. He likes to hunt wolves. They had a good hunt last autumn. 4. Pete had strong hopes that he will be soon in his native town. We shall hope that we'll go to Moscow next summer.

IX. Make up sentences to correspond to real situation.

For example: Our teacher of physics graduated from the Pedagogical Institute.

. . . graduated from (the university, the institute, the secondary technical school).

X. Complete the sentences.

1. The peace-loving people are sure that (*all colonial countries will be independent, peace must be defended, independence of all the countries must be supported*). 2. The Soviet people struggle for (*peace all over the world, equal rights for all the peoples of the world, independence of colonial countries*). 3. The colonial peoples demand (*to do away with inequality, to put an end to racism*).

XI. Fill in the missing preposition if necessary: at, on, from, in, with.

1. Peter Sedov graduated . . . the institute last year. 2. He makes progress . . . English. 3. The children filled a pail . . . water. 4. Boys like to climb . . . mountains. 5. Never laugh . . . anybody. 6. The President was . . . a visit . . . France. 7. They stayed . . . Leningrad two weeks ago.

XII. Fill contents, broaden, effort, subscribe, common, railway, devoted, used, inspector. deeply in:

1. I always . . . to the newspaper 'Pravda'. 2. This train usually stops at every . . . station. 3. If you want to . . . your horizon, read as many books as you can. 4. Where is the . . . of this book? I can't find it. 5. Ivanov was appointed . . . in our town, because he was one of the best teachers. 6. Andrew . . . all his time to this branch of science. 7. This work needs much . . . to do it. 8. She is . . . interested in this problem. 9. He . . . to go to the cinema with his classmates. 10. The building of communism is our . . . cause.

- XIII. 1. Listen to dialogue 57 and then repeat it after the speaker.

DIALOGUE 57

1
A: Can I subscribe to **'Moscow News'**?

B: Oh, yes, you are welcome.

2
A: It is a **weekly**, isn't it?

3
B: That is correct.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words and phrases in bold type by those given in columns:

1	2	3
'Soviet Literature'	daily	No, it isn't.
'Soviet Sport'	monthly	It is a
'Soviet Woman'		

5. Make up a dialogue of your own (work in pairs).

- XIV. 1. Read the text and make a plan.

N. K. KRUPSKAYA ABOUT V. I. LENIN

Vladimir Ilyich Lenin was born in the town of Simbirsk, on the Volga, on the 22nd of April, 1870, and lived there until he was seventeen. Simbirsk was the administrative centre of a province, but there were no factories, and there was no railway there; telephones and radio, of course, did not exist at the time.

Vladimir Ilyich's family name was Ulyanov. He took the name of Lenin much later, when he became a revolutionary. Today Simbirsk is named Ulyanovsk in his honour.

Vladimir Ilyich's father, whose name was Ilya Nikolaevich Ulyanov, after graduating from Kazan University taught at school and later was appointed Inspector and then Director of elementary schools in Simbirsk.

Vladimir Ilyich was greatly influenced not only by his father, but also by his mother, Maria Alexandrovna, who taught her children languages and music.

The Ulyanov family was a large one—there were six children. They grew up in pairs. Anna and Alexander, Vladimir and Olga, and the youngest two, Dmitri and Maria.

Vladimir Ilyich entered high school at the age of nine and a half. He made excellent progress in his studies from beginning to end and won a gold medal on leaving high school. This did not come to him as easily as many people think. He was a very lively lad. He liked to go walking, he liked the Volga and the Sviaga, he was fond of swimming and skating. He was extremely

fond of reading and was carried away by what he read. Books told him about life and people and broadened his horizon. He was methodical in his ways and always did his homework first and read after. He was very self-disciplined and never wasted time. When reading he concentrated deeply on what he read and therefore was able to read very quickly; he lost no time when taking down notes.

Speaking at the Third Congress of the Young Communist League Lenin told the young people that it was necessary to devote all their efforts to the common cause. Lenin always had a lofty goal before him. This goal was the struggle against capitalism and the building of socialism.

All Lenin's life can serve as a model of how this should be done. He could not live otherwise. Vladimir Ilyich was fond of skating, cycling, climbing mountains, hunting; he loved music, he loved life in all its variety of beauty, he loved his comrades and people in general. Everyone knows how unaffected he was and how merrily he used to laugh. But everything in him was subordinated to one thing—the struggle for a happy, comfortable, cultured life for everyone, a life filled with deep content. Success in this struggle made him extremely happy. Personal interests were quite naturally blended in him with social activities.

2. Say a few words about: 1) Lenin's native town in his time and now; 2) Lenin's father; 3) his family. Use the plan.
3. Tell your classmates: 1) how Lenin studied; 2) how he worked at his homework; 3) what he liked to do; 4) what you remember of Lenin's speech at the Third Congress of the Young Communist League.

- XV. 1. Look through the text 'Different Climates, Different Soils' and say what it is about.
2. Read the text silently and write out the sentences with the words: **ploughland** — пахотная земля; **soil** — почва; **steppe** — степь; **border** — граница; **soil make-up** — состав почвы; **level of precipitation** — уровень выпадения осадков.

DIFFERENT CLIMATES, DIFFERENT SOILS

Siberian farmland is a vast territory of 60 million hectares, of which 27 million is ploughland. However, the quality of the land is not the same in all areas. There are not only differences between north and south, east and west. Sometimes there are different soils and climates existing in the same region. Let's look at Omsk region. It is divided into four zones according to climatic conditions and soil: steppes along the border of Kazakhstan, southern forest steppes, northern forest steppes and the near-taiga zone. Each of these zones has its own specific soil make-up, temperature differences and level of precipitation. Therefore, each zone needs its own technology to raise crops and crop varie-

ties that are adapted to the soil and climate conditions of the area. The same can be said about the other regions of Siberia. To develop a zonal system of farming suitable to each region is a problem now for both scientists and agricultural workers.

(Adapted from the 'Soviet Life', June 1983)

3. Say a few words about your region: 1) whether you have black (non-black) soil, dry (wet, mild) climate; 2) what plants are grown in your fields and orchards; 3) whether you help the collective farm to crop grain, vegetables and fruit; 4) what changes will take place in your region in the nearest future; 5) what part you will take in these changes.

Read and learn the proverb.

Time brings wisdom.— Мудрость приходит с годами.

Supplementary Reader: 'Karl Marx in England'; 'For the Love of a Man' by Jack London

Vocabulary

administrative	административ- ный	in general*	вообще
appoint*	назначать	inspect	инспектировать
be buried*	быть похороненным	inspection	осмотр; инспекти- рование
blend*	смешивать; сочетаться	inspector	инспектор
broad	широкий	is housed*	находится
broaden	расширять(ся)	lively lad*	веселый, живой мальчик
carry away*	уносить; увлекать	lofty	возвышенный
comfortable	удобный, комфор- табельный	otherwise*	иначе
common	общий	province*	область, провинция
common cause*	общее дело	quickly	быстро
comrade	товарищ	railway	железная дорога
content(s)*	содержание	subordinate*	подчинять
discipline*	дисциплина, порядок	subscribe	подписывать(ся)
self-discipline*	самодисциплина	unaffected*	искренний
exist	существовать	used to laugh	бывало смеялся
extremely*	чрезвычайно	variety of beauty*	разнообразие красоты
graduate (from)	окончить учеб- ное заведение	waste	расточать, тратить
high school*	средняя школа		

I. a) Read with the teacher and study the use of the new words.

surprise; To my surprise he got an excellent mark in chemistry;
surprise, surprised; I was surprised to see the cat playing
with the dog.

imagine; I imagined him as a big tall man. Can you imagine
life on other planets?

wave; a wave of the hand; wave, waved; He waved us away.

brave; 'Brave' means 'not frightened by anything'.

ashore; 'Ashore' means 'on land'. After swimming for an hour,
he came ashore.

storm, storms; 'Storm' means 'a strong wind with rain or snow'.

fail, failed; to fail in an examination, to fail in business; All
our plans failed. He failed to pass the examination.

b) Read Ex. I a) and write out the new words.

II. Arrange the words according to the rules of reading. Write them under the
symbols: [æ], [aɪ], [ʌ], [e], [eɪ], [ɑ:], [ou], [ɔ].

Mark, practice, common, detective, substance, proper, waste,
cosmic, article, strike, inspect, subscribe, effort, sharp, notice,
fashion, violin, puzzle, just, flow, try, wake, notebook, enemy,
add, direct, smoke, atomic, deny, drug, scarf, save, hang, ele-
mentary, spaceship, defence, state, final, nation, character,
suddenly.

III. 1. Form adjectives by adding *-ful*. Use the *m o d e l*:

care — забота; *careful* — заботливый

Power, play, fruit, beauty, wonder, use, peace, help, hope,
law.

2. Form adjectives with the negative meaning by adding *un-*. Use the *m o d e l*:

natural — естественный; *unnatural* — неестественный

Like, lawful, lucky, mistakable, named, necessary, pleasant,
published.

IV. 1. Give the three forms of the verbs.

Build, strike, wake, draw, flow, break, burn, send, choose,
write, lead, feed, grow, hold, see, feel, keep, run, give, dream,
meet, fall.

2. Choose the necessary form of the verbs.

1. The house was (*build, built*) two months ago. 2. He has
(*fell, fallen*) ill today. 3. The Communist Party (*leads, led*) the

Soviet people to communism. 4. They (*dream, dreamt*) of becoming teachers of English. 5. This boy (*draws, drew*) such a beautiful picture. We looked at it with great pleasure. 6. "(*Wake, woke*) up, Pete. It's time to get up," said the mother. 7. Pete (*keeps, kept*) his books and notebooks in order, that's why he can easily find what he needs. 8. Have you (*see, seen*) a stormy sea or lake? 9. The friends (*meet, met*) at the bus-stop and went to school together. 10. Our clock has (*broke, broken*) and I don't know what time it is.

V. a) Make up sentences to correspond to real situations.

1. Just imagine	that you are	a builder (a worker, a cosmonaut, a technologist, a scientist, a driver, a vet, an agronomist, a teacher, an engineer, a doctor, a nurse).
2. Prove it	to me (to Jane, to Mike and Pete, to Alec, to those students, to them).	
3. I was surprised at	his article in a wall newspaper. her coming so late. her learning English. his speaking Italian. Sasha's skating. his translating French articles. Ann's reading German books. her speech at the conference.	
4. He was a brave	boy (man, person, pupil, student, driver, pilot).	
5. Igor Andrew Kate He	passed the examination	in chemistry (in geography, in biology, in history, in English, in PT, in physics, in maths).

b) Write 2—3 sentences on each of the tables.

VI. Read the sentences and say what part of speech the word in bold type is. Translate the sentences.

1. If you want to hear Moscow radio, you can use both long and short waves. I saw him wave his hand to Lizzy. 2. To her

great surprise the child began to walk. I was surprised at seeing her dancing on the ice. 3. Are you going to stay in Leningrad this summer? I hope so. There is no hope of getting tickets for this new film. 4. The house was destroyed by the force of the wind. The boy used force to open the box. 5. Our car can reach the speed of about 100 miles an hour. The car is speeding along the highway.

VII. Fill ashore, imagination, imagine, proved, brave, waves, fail, surprise, fallen, pass the examination in:

1. Don't . . . that I can give you money every time you need it. 2. Andrew has suddenly . . . ill. 3. They . . . to be good students. 4. To the . . . of everybody he began to speak English. 5. The sailors always go . . . when their steamer comes to Odessa. 6. Jane will certainly . . . in chemistry next year. 7. Pete hasn't much 8. Radio . . . surround us days and nights, don't they? 9. Tom is a . . . boy. He is not afraid of anything. 10. Some of us are afraid to . . . in the examination.

VIII. Ask various questions to get more information from the teacher or your classmates and then say what you have learnt about it. Use the model:

She fell ill.

Your Questions

Their Answers

Who fell ill?

Natasha did.

When did she fall ill?

A few days ago.

Why did she fall ill?

Because she likes to drink cold water.

Who takes care of Natasha?

Her mother does.

Will Natasha be well soon?

I think so.

You sum up the answers and say:

Natasha fell ill a few days ago. She fell ill, because she liked to drink cold water. Now Natasha's mother takes care of her. I think that Natasha will soon be well.

1. He went ashore. 2. They built it. 3. They were in the fields. 4. He was surprised. 5. He looked at waves. 6. They brought it. 7. She is afraid that she will fail in the examination. 8. They planted it. 9. He likes to gather.

IX. 1. Listen to dialogue 58 and then repeat it after the speaker.

DIALOGUE 58

1

A: Tom failed to pass his examination.

B: He had to work harder.

A: But he does now, doesn't he?

2

B: No, he's too lazy.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
- 4**. Replace the words in bold type by those given below:

1	2
Vadim	slow
Slava	busy
Andrew	ill

5. Make up dialogues of your own.

- X. 1. Listen to dialogue 59 and then repeat it after the speaker.

DIALOGUE 59

A: Can you teach me how to **dance**?

B: Of course, I can. I have taught several of my friends.

A: That's fine. I wanted to ask you to give me lessons long ago.

2. Read the dialogue silently.
3. Read the dialogue aloud (work in pairs).
- 4**. Replace the word in bold type by those given below:

to paint	to cook
to swim	to write articles for our wall newspaper

5. Make up dialogues of your own.

- XI. 1. Read the title, look through the text and say what this text is about.
 2. Read the text and write out the sentences which you think are the most important for its contents.

MAYFLOWER

If you go to New Plymouth, a small town in the United States of America, you will see there a rock which reaches the sea. Many thousands of people from different parts of the United States and from many other countries in the world come to this small town and they always go to see the Rock. They take off their hats, stand there and think about the brave men and women who, more than three hundred years ago, were standing on this Rock and looking at the country where they had come to begin a new life.

They had built a small village there, and American people say that out of this small village grew a big country—the United States of America.

It was in 1620, in the time of King James the First. English people did not like their king and they called him 'The Foolish King of England'. Many of them even left England and went to live in other countries.

In November, 1620, a small ship, the *Mayflower*, left England. There were about one hundred people aboard the ship, but even for this hundred the ship was too small. For seven long weeks

the *Mayflower* was in the waves and storms of the Atlantic Ocean, and at last the people saw land. It was America.

It was already autumn. It was raining and a cold wind was blowing. Sixteen men left the *Mayflower* and went ashore. In the evening they came back to the ship and brought some maize with them. They found the maize in the sand on the beach where the Indians had left it. Nobody in Europe had seen maize then, but when the people on board the *Mayflower* tried it they liked it very much.

Next day was Sunday and everybody on the *Mayflower* had a rest. On Monday some men went ashore again and this time they took some women with them. The women had to wash the clothes. Since that time Monday has been a wash-day in America.

During the next five weeks the men from the *Mayflower* left the ship every day. Sometimes they did not come back for many days; they were looking for a good place to live. The weather was very cold, more and more men fell ill, but at last they found a good place. There was a good harbour for ships there, some fields and forests near it and even a small river. The people began to build a village there.

By January, 1621, there were already two streets in this village, and they called it 'New Plymouth'.

It was winter now. The people were tired and cold. They did not have enough to eat. More and more of them fell ill. There was a time when only seven men were quite well. Many people died. Sometimes two or three died in a day. When the houses were ready, the life of the people became easier; they had warm houses where they could live.

One day the people of the village suddenly saw a tall Indian who was walking along the street. They were frightened very much, but this Indian came up to them, smiled and said, "Hallo, Yankee! Hallo, Yankee!"

This Indian could speak English a little. He had learnt the language from the sailors of a ship which had come to this part of America a few years before. He called all Englishmen 'Yankee', because he could not say the word 'Englismen'.

A few days later this Indian came to the village again together with some other Indians. They came as friends and helped the white men very much. But white men forgot about this help very quickly; a few years later when many people from Europe came to America, they began to take the land away from the Indians and to kill them.

All the Indians who came to the village of New Plymouth called the Englismen 'Yankee', and since that time 'Yankee' has been the name of a white man in America.

At last spring came. The people of New Plymouth began to plant corn, and the Indians showed them how to plant maize.

In autumn the crops were very good and the people of New Plymouth wanted to make a holiday dinner. They asked the Indians to this dinner, and the Indians brought some wild turkeys as a present. The turkey was an American bird. Very few people in Europe had ever heard about it, but when they ate it at this dinner they liked it very much. The people of New Plymouth called their holiday 'Thanksgiving Day'. Since that time Thanksgiving Day has been a great holiday in the United States of America, and since that day Americans have always had turkeys for the Thanksgiving Day.

3. Pick out of the text everything you need to speak about the history of the United States of America.
4. Tell the class what you have learnt from the text about the USA, add some other facts you know.

XII. Read and translate the text using a dictionary.

DISCOVERY OF VOLTA

In the beginning of the year 1800 Volta made the first electric battery. He made it of copper and zinc disks which he placed alternately. Above each pair of disks he placed a piece of wet cloth.

This first battery was a form of 'dry battery'.

Later Volta made a wet battery. Thus Volta showed that by bringing two different metals into contact he could produce an electrical charge. He discovered by experiments that if he placed copper and zinc in sulphuric acid, he could produce a continuous flow of electricity.

He discovered the electric current and with this discovery a new era began in electric inventions.

Read and learn the proverb.

A good name is better than riches.— Доброе имя дороже всех богатств.

Supplementary Reader: 'Christopher Columbus'; 'Alone in America'

V o c a b u l a r y

ashore* к берегу	imagination воображение
come, go ashore сходить на берег	pass the examination сдавать экзамен
beach* пляж; отлогий берег	rock* скала
brave смелый	storm буря
crew* команда	surprise удивлять; удивление
exploration* исследование	Thanksgiving Day* День благодарения (праздник в США в последний четверг ноября)
fail потерпеть неудачу; провалиться на экзаменах	wash-day* день стирки
foolish* глупый	wave развеиваться; махать рукой; волна
harbour* гавань	
imagine представлять себе, воображать	

- I. a) Read the international words and give Russian equivalents:

contrast [ˈkɒntræst], **cultivate** [ˈkʌltɪveɪt], **cultivation** [ˌkʌl-tɪˈveɪʃn], **flag** [flæg], **industrial** [ɪnˈdʌstriəl], **industry** [ˈɪndəstri], **machinery** [məˈʃiːnəri], **monocultural** [ˈmɒnəʊˌkʌltʃərəl], **original** [əˈrɪdʒənəl], **plantation** [plænˈteɪʃn], **political** [pəˈlɪtɪkəl], **principal** [ˈprɪnsəpəl], **prosperity** [prəsˈperɪtɪ], **typical** [ˈtɪpɪkəl], **textile** [ˈtekstaɪl].

- b) Use the necessary words in the sentences.

1. The Soviet . . . is red. 2. Gorky is a big . . . centre on the Volga. 3. Ivanovo is a centre of . . . industry in the Soviet Union. 4. The collective farm decided to . . . some more land to increase the production of wheat. 5. There is a big . . . near Batumi, where tea-plant grows. 6. In his poem Nekrasov showed a . . . Russian woman. 7. The . . . of this collective farm depends on cotton. The more cotton they crop the richer the collective farm becomes. 8. The climate in this region is full of It is warm in the valleys and cold in the mountains. 9. This state farm is It cultivates only vegetables. 10. What is the . . . idea of the story? The . . . idea is that the country should develop both . . . and agriculture. 11. Our teacher can read English authors in the

- II. a) Read with the teacher and study the use of the new words.

extend, extended; 'To extend' means 'to make longer or larger', as to extend a school building, to extend a railway, to extend a sentence.

treat, treated; He treats his children well.

stretch, stretched; to stretch a sock, to stretch a pair of gloves, to stretch one's arm, to stretch one's legs, to stretch out one's arm for a book; My gloves are small for me, I must stretch them a little.

establish; Newton established the law of gravity. We are now comfortably established in our new house.

oil; Oil burns well. Oil is not mixed with water. Mineral oils are used for driving machinery. The Soviet Union is rich in oil.

slave; Tom was sold as a slave.

- b) Read Ex. II a), copy the sentences and underline the new words.

- III. Read and learn:

north, northward — северный, обращенный на север
south, southward — южный, обращенный на юг
west, westward — западный, направленный на запад
east, eastward — восточный, направленный на восток

IV. Read the words following the rules of reading.

[ɪ]	[ɔ:]	[dʒ]	[tʃ]	
physics	ore	change	watch	picture
chemistry	corn	energy	watches	culture
system	saw	general	match	cultural
typical	law	original	matches	century
symbol	laws	originally	stretch	future
bicycle	lawyer	region	stretches	mixture

V. a) Make up sentences to correspond to real situations.

1. I My friend The travel- lers	was were	short of	time. money. food. paper. warm clothes. fresh water.
2. The country This region The moun- tain	is rich in		iron ore. coal. oil. cotton. wool.
3. I He The woman	treat treats treated		the boy well. the grandfather well. his sister badly.

b) Write 2 sentences on each of the tables.

VI. a) Arrange the words in pairs of opposites.

Sell, laugh, broad, live, westward, cry, north, white, sugar, unimportant, slow, die, south, buy, important, salt, black, quick, eastward, narrow.

b) Say: 1) what the collective farmers sell and what they buy; 2) whether the road (street) where you live is broad or narrow and whether it runs westward or southward; 3) when a child (baby) laughs or smiles and when it cries; 4) what we usually put in tea and what — in soup or porridge.

VII. Complete the following:

1. The field (*park, valley, forest, meadow*) stretched so far that . . . 2. Reading English books and articles in the original is . . .

VIII. Fill treated, prosperity, oil, treat, stretch, extend, original in:

1. Scientists discovered . . . in Tumen region. 2. We know that slaves were . . . badly in Rome. 3. Americans like to speak about their 4. "Don't . . . me as a child. I am a grown-up," he said. 5. The forests . . . as far as the Urals. 6. Can you read Jack London in the . . .? 7. They decided to . . . the road.

IX. Ask various questions to get more information from the teacher or your classmates and then say what you have learnt about it. Use the model:

It was launched there.

Your Questions	Their Answers
<i>What was launched?</i>	<i>A spaceship was.</i>
<i>Who was on board the spaceship?</i>	<i>Two cosmonauts were.</i>
<i>Where was it launched?</i>	<i>To the cosmos.</i>
<i>When was it launched?</i>	<i>Three days ago.</i>
<i>Why was it launched?</i>	<i>Because they wish to study the life of plants in cosmic conditions.</i>

You sum up the answers and say:

A spaceship was launched to space. There were two cosmonauts on board the spaceship. It was launched three days ago. The cosmonauts wish to study the life of plants in cosmic conditions.

1. He has read about it. 2. They were asked. 3. It represents. 4. She wanted to go there. 5. They cultivate. 6. They established. 7. It stretches.

ⓐ X. 1. Listen to dialogue 60 and then repeat it after the speaker.

DIALOGUE 60

A: Where is **George**? I haven't seen him **this afternoon**.

B: He has gone to **Omsk**. I saw him at the railway station.

A: Gone to **Omsk**? Really? Did he say when he would be back?

B: **In two weeks' time**, so I understood.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words or phrases in bold type by those given in columns:

1	2	3	4
Igor	these days	Kirov	in a day or two
Petrov	lately	Sverdlovsk	early tomorrow
the vet	this morning	Kemerovo	next week

5. Make up dialogues of your own.

- ⊙ XI. 1. Listen to dialogue 61 and then repeat it after the speaker.

DIALOGUE 61

A: Does ¹Zina like watching TV?

B: Yes, she does. She does so ²every evening.

A: When does she ³work then?

B: Oh, it's quite simple. She can work while the programme is on.

2. Read the dialogue silently.

3. Read the dialogue aloud (work in pairs).

4**. Replace the words or phrases in bold type by those given in columns:

1	2	3
Lida	every night	do her homework
Ann	every day	do her lessons
Masha	every afternoon	help her mother

5. Make up dialogues of your own.

- ⊙ XII. Listen to the speaker and read after him.

The Americans, the Appalachians [æpə'leɪtʃjənz], the Atlantic Coast, Boston, California, the Canadian Border, Chicago, Corn Belt, Cotton Belt, England, English colonies, gold rush, the Lake District, Los Angeles, the Middle West, the Mississippi-Missouri-Ohio Basin, the Mississippi River, New York, Oklahoma, the Pacific Ocean [pə'sɪfɪk'ouʃn], Pennsylvania, the Rocky Mountains, Sahara, San Francisco, South Carolina, Texas, Virginia, Washington, the Western Coast Range, the United States of America.

- XIII. 1. Read the text and say: 1) what the history of the USA was; 2) what the flag of the USA is called and why; 3) what the capital of the USA is; 4) what other cities you know; 5) what forms of government in the USA are.

THE UNITED STATES OF AMERICA

The United States of America or the USA is a large country. Its area is only a little smaller than the area of Europe. As to population, it is the fourth largest country in the world. About 241 million people live there.

Once the United States of America was an English colony. In the War of Independence (1776—1783) she freed herself from British sovereignty and became independent. At that time she consisted of 13 states, which stretched from the Atlantic Coast to the Mississippi. For two and a half centuries the USA extended her territory to the Pacific Ocean. Now the USA consists of 50 states.

The flag of the United States is called 'Stars and Stripes'. The 50 stars—white on a blue field represent the 50 states and the 13 stripes represent 13 original English colonies, which in 1776 became free and independent of England.

The first colonists from England established a home in regions covered with thick forest against which they had to fight as hard as against the long and cold winters and storms in the northern parts. Very often they were short of clothes and other things necessary for life. When the news of rich soils behind the mountains came, many farmers decided to leave their homes. The first westward travel to make a new home there began. Great parts of the land the cultivation of which had taken tens of years were deserted.

The coastal states changed their character when the coal-fields in Pennsylvania and iron ore in the Appalachians were found. Many people left agriculture for the quickly growing industrial towns. Besides, the North-East is the main area of the industries which produce textiles of any kind, metal goods, rubber products, motor-cars, machinery and others.

Agriculture and cattle-breeding are carried out in the Middle West which comprises the Mississippi-Missouri-Ohio Basin and Lake District. This region of monocultural farms, especially of wheat and maize, and extended meadows is called the 'Corn Belt'. Besides wheat and maize the Corn Belt farmers grow oats.

What does the Corn Belt farmer do with his crops? He sells the wheat to people. Maize and most of the oats and corn are fed to animals in the states where they are grown. So the Corn Belt farmers usually fatten cattle, produce milk or grow pigs. The centre of the meat industry is Chicago.

One single product—cotton unites one sixth of the United States into a region called the 'Cotton Belt'. It stretches all over the Southern States from Virginia to Texas. Although sugar-beet and rice are grown there as well, about half of the cultivated land is planted to cotton. So important is this main product that the prosperity of the Cotton Belt depends on cotton.

The Cotton Belt is also called the 'Black Zone'. Millions of Negroes are still working there on the cotton plantations.

West of the Rocky Mountains we find the State of California. It is full of contrasts. In San Francisco you would like to wear your overcoat sometimes. The north-western part of California has a very pleasant climate. The south-eastern part of the state has miles of light brown sand dunes like those of the Sahara.

Go over to the mountains to the west and you come into the garden and fruit country which attracted a lot of people since the gold rush in 1848. About 44 years later oil was found there. And again people came, but few of them found the riches they were

looking for, as it had been by those who had come in the twenties of this century when they were drawn from their Oklahoma or Texas homes. It was always only the rich class which became richer and richer.

You know that the capital of the United States is Washington. It was named in honour of the first President whose name was George Washington. The population of Washington is over 3 million. The most important cities of the USA are: New York, San Francisco, Los Angeles, Chicago, Boston and others.

The United States of America is the greatest capitalist country in the world. There are a lot of unsolved problems in the country such as the growth of unemployment, the rise in rent-rate, the fall of the standard of living and inflation.

2. Speak about the USA. Say everything you know about this country. Use the map.

- XIV. Read the text 'New York'. Don't forget to work in the following way:
1. Read the title and look through the text to know what it is about.
 2. Read the whole text and try to understand it.
 3. Read sentence by sentence, trying to guess the meaning of new words.
 4. Look up the words you do not know in a dictionary.
 5. Speak about New York looking at the pictures.

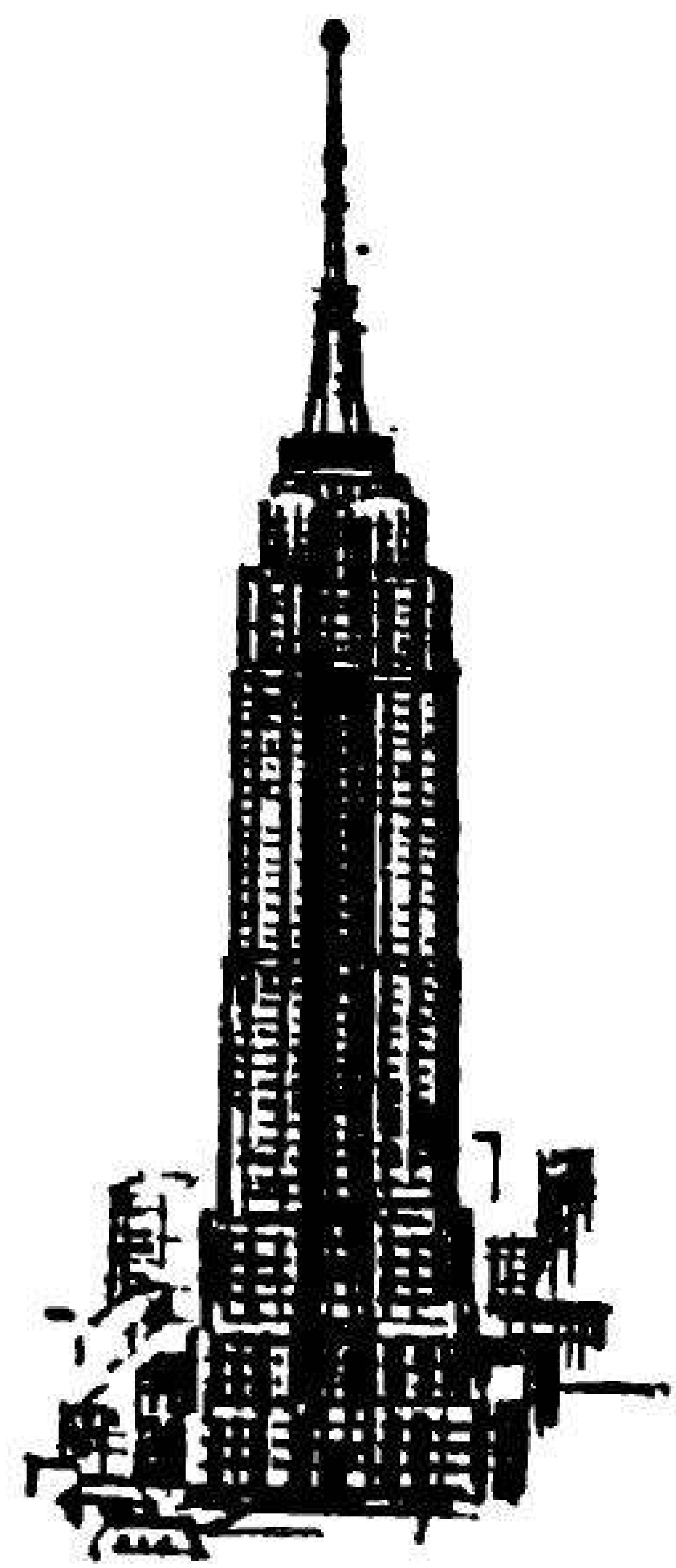
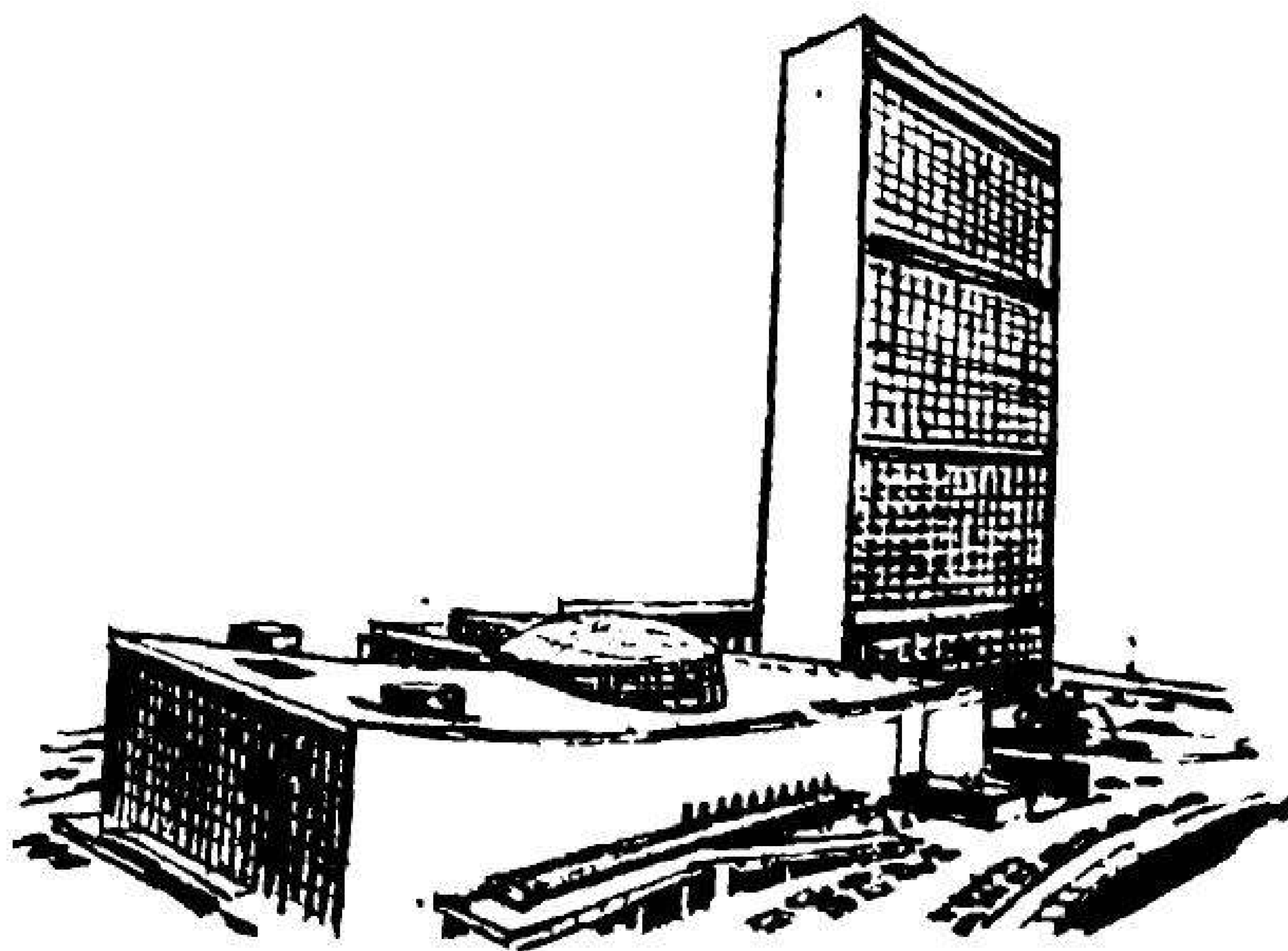
NEW YORK

In 1607 Captain Henry Hudson left Europe to search for the famous North-West Passage. He didn't find it, because it didn't exist, but he reached a river to which he gave his name. Interested by the stories told them by the captain on his return, the Dutch sent other boats to take possession of the land discovered by Hudson and gave it the name 'New Netherland'. Two men dominate the history of this colony. The first bought the island of Manhattan from the Indians in 1626. The second arrived in 1647 as governor of New Amsterdam, the capital of New Netherland.

In 1664 this territory was taken over by the English and they changed the name of New Amsterdam to New York.

New York is one of the largest cities in the world. Its population is over 11 million people. New York is an industrial and cultural centre of the country. Most business is centred in Manhattan Island. The whole area is very small, that's why the sky-scrapers were invented in New York and, especially, in Wall Street. Wall Street is a narrow street with big houses, but it is well known all over the world as the busiest street in the USA. People do business there.

There are two more world-famous streets—Broadway and Fifth Avenue. Broadway is the centre of the theatres and night life. It is known as 'The Great White Way' because of the electric signs which turn night into day. It is the city that never goes



to sleep. Buses and subway run all night. There are many drug-stores and restaurants which never close their doors. There are cinemas with films that start at midnight.

Fifth Avenue is the great shopping, hotel, and club avenue. If you go along this avenue, you come to Harlem, where the black people of New York live, the coloured workers, teachers, doctors and musicians.

New York is the largest port in America. More than half the trade of the United States goes through this city.

There are many places of interest in New York. They are: the Statue of Liberty, the United Nations Building, Empire State Building, Columbia University, City Hall, New York Public Library and others.

- XV.** 1. Speak about the Soviet Union.
2. Speak about any places of interest in Moscow, Leningrad, Kiev, Minsk, Riga and others. Use postcards, photographs and any other pictures.

Read and learn the proverbs.

1. Wealth is nothing without health.— Здоровье дороже денег.
2. Hear much speak little.— Больше слушай, меньше говори.

Supplementary Reader: 'Abraham Lincoln'; 'Misadventures'

Vocabulary

area* площадь	chamber* палата
attract* привлекать, притягивать	coal-fields* угольные залежи
be short of испытывать недостаток	coast* побережье
	coastal прибрежный
	contrast контраст

corn* зерно
 Corn Belt зерновой пояс
 cultivate* обрабатывать, возде-
 лывать
 dune* дюна
 establish основывать; учреждать
 extend простираться(ся); расши-
 рять
 extended meadows обширные
 луга
 gold rush* золотая лихорадка
 iron ore железная руда
 it had been done* это было сде-
 лано
 maize* маис; кукуруза
 monocultural* однокультурный
 (возделывающий одну культуру)

oil нефть
 original первоначальный
 plantation плантация
 prosperity процветание
 slave раб
 soil* земля, почва
 stretch растягивать(ся); растя-
 гивание, удлинение
 sugar-beet* сахарная свекла
 territory* территория
 treat обращаться
 typical* типичный
 westward направленный к за-
 паду
 would like* хотел бы

Revision Four

I. Review the rules of reading. Read the following words:

[h]	[ə:]	[iə]	[ju:]	[θ]
hobby	turn	ear	use	thin
here	return	near	used	thinner
hear	serve	hear	union	thing
hid	service	dear	music	think
hide	work	clearly	tube	thief
hate	worker	appear	produce	thieves
hope	word	appeared	produced	thought
human	world	disappear	introduce	thoughts
hero		disappeared	introduced	sixth

II. Read the words and say which one isn't read according to the rule.

Fruit, juice, build.

III. Read the pairs of words and say in what they are different.

Since — science; quite—quiet; along — among; grew — drew; merry — marry; cell — sell; steel — steal.

IV. Read the sentences and say what part of speech the word in bold type is.

1. V. Ivanov was the **head** of the delegation. He said he would **head** the group of Soviet scientists leaving for England. 2. The workers' **demand** was to raise their wages. They **demand** equal rights. 3. Nick's father is a **communist**. He joined the **Communist Party** in 1965. 4. When clock **strikes** nine my younger sister goes to bed. The English teachers were on **strike** for several

days 5. Steve couldn't force the dog to move. Do you know where the force of water is used? 6. J. London was a socialist. Many socialist countries appeared after the Second World War. 7. Nobody knows the value of this picture. They value it at 2,500 roubles. 8. I was surprised to meet Mike in the museum. I felt some surprise at seeing him there.

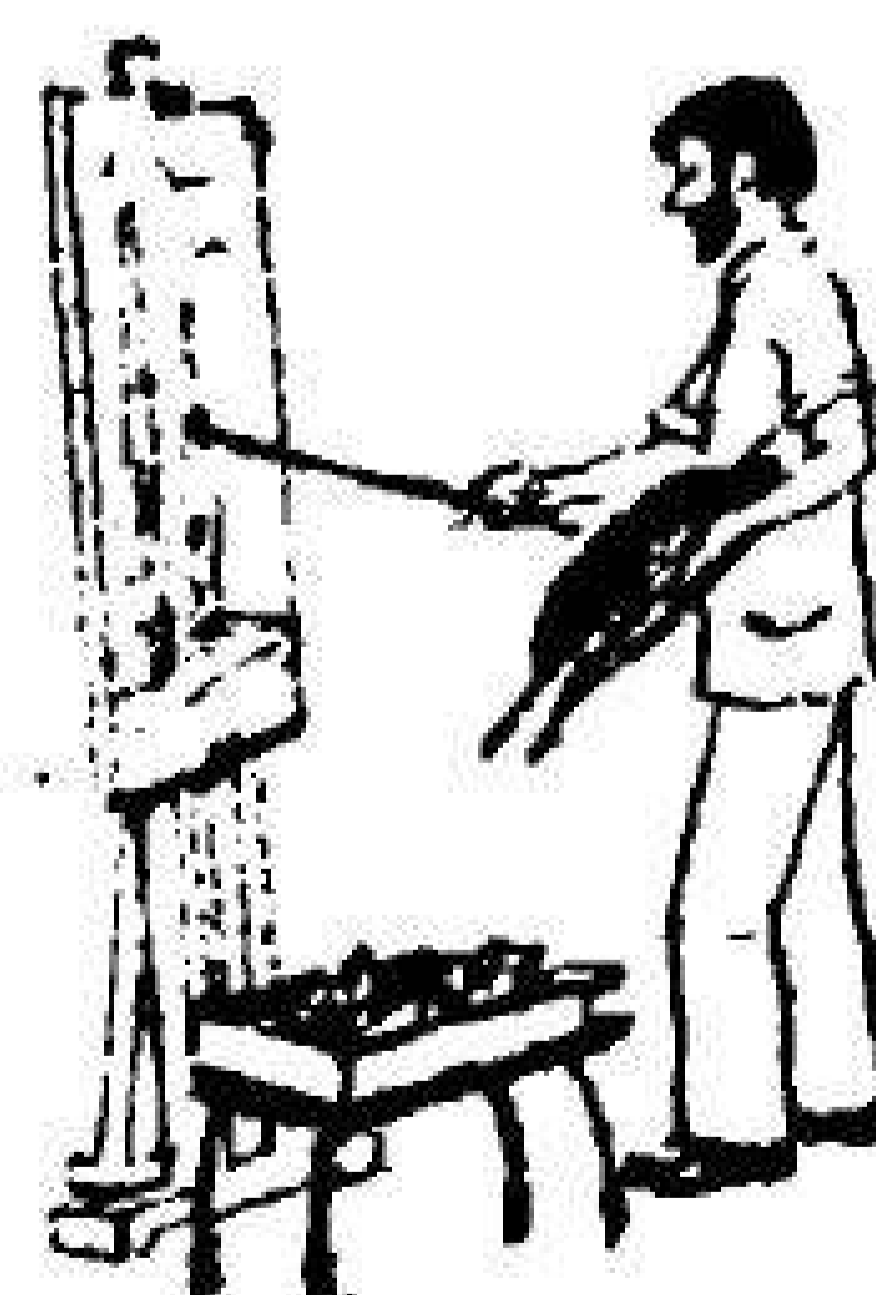
V. Choose the correct word.

1. There are (*too, two*) beds in the bedroom. They have a cupboard (*too, two*) 2. This (*rode, road*) leads to that village. We (*rode, road*) in a bus. 3. You will (*right, write*) me a letter, won't you? Before crossing the street look on the (*right, write*). 4. (*I, eye*) can't paint at all. There is something wrong with my (*I, eye*). 5. We all like boiled (*meet, meat*). They usually (*meet, meat*) near the lake. 6. There are seven days in a (*week, weak*). He was so (*week, weak*) after his illness. 7. The family lives near the (*see, sea*). Birds can (*see, sea*) far.

VI. Ask questions to get information and then say what you have learnt.

1. He made her do it. 2. She wanted him to go. 3. They saw her cross the street. 4. They heard him speaking. 5. He felt her get tired. 6. It looks nice. 7. He likes swimming.

VII. Look at the pictures and say what his (her) hobby is.



VIII. Speak about your (or your friend's) hobby.

IX. You have read about English writers and famous scientists. Say a few words about any Russian writer or famous scientist you like.

X. You have read about English and American cities. Speak about any city in the Soviet Union you like best. Use postcards or pictures of the city you are going to speak about.

XI. Look at the calendar. You can see the red calendar days.



The twenty-third of February is the Soviet Army Day.



The eighth of March is the International Women's Day.



The twelfth of April is the Cosmonautics Day.



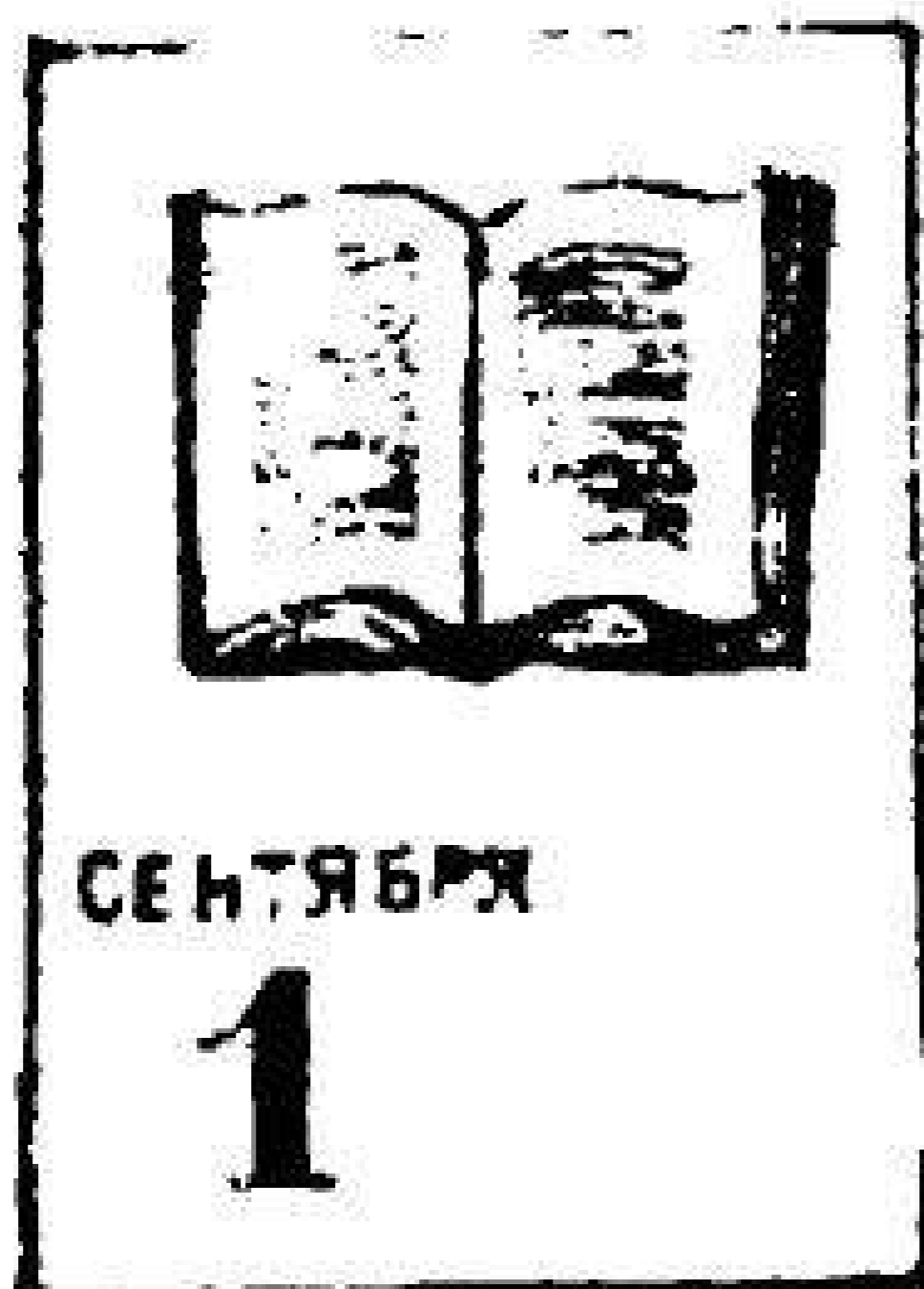
The twenty-second of April is Lenin Memorial Day.



The first of May is May Day.



The ninth of May is Victory Day.



The first of September is the Day of Knowledge.



The seventh of October is the Day of the Soviet Constitution.



The anniversary of the Great October Socialist Revolution is on the seventh of November.

XII. Speak about one of the red calendar days.

XIII. You are leaving school. Speak about your plans for the future.

ПРИЛОЖЕНИЕ

ОСНОВНЫЕ ПРАВИЛА ПРОИЗНОШЕНИЯ

В английском алфавите 26 букв, которые передают 24 согласных звука, 12 гласных звуков и 8 дифтонгов.

Чтение гласных зависит от того, в каком слоге эти гласные стоят.

В английском языке принято различать 4 типа слога:

1. Открытый слог заканчивается гласной. В английском языке условно считают открытым слог, за которым следует согласная + произносимое конечное *e*.

Гласные в этом слоге произносятся так же, как они называются в алфавите.

2. Закрытый слог заканчивается согласной. В этом типе слога гласные передают краткие звуки.

3. Третий тип слога — это такой слог, в котором за гласной следует буква *r* (в конце слога) или *r* + согласная. В этом слоге все гласные передают долгие звуки.

4. Четвертый тип слога — это слог, в котором за гласной следует сочетание *r* + гласная. В этом слоге все гласные передают долгие и сложные звуки.

Чтение гласных букв в четырех типах слога

Типы слога	Открытый и условно открытый слог	Закрытый слог	Буква <i>r</i> после гласной	Буква <i>r</i> между гласными
звук	сложные звуки на [i] и [u]	краткие звуки	долгие звуки	сложные звуки
буквы				
a	[eɪ] hate taken	[æ] hat	[ɑː] hard	[eə] care
o	[ou] note po	[ɒ] pot	[ɔː] por	[ɔː] или [ɔ] more
u	[juː] pupil tube	[ʌ] cut	[ɜː] turn	[juə] cure
e	[iː] Pete he	[e] met	[ɜː] her	[ɪə] here
i, y	[aɪ] fine final my	[ɪ] till gyps	[ɜː] girl Byrd	[ˈaɪə] fire tyre

Примечания: 1. Буква *y* передает такие же звуки, как буква *i*, но редко встречается в середине слова. 2. Приведенные выше правила действуют только в ударных слогах. В неударном положении гласные редуцируются в звуки [ə] и [ɪ].
Например: arrive [əˈraɪv], return [rɪˈtɜːn], illumination [ɪˌljumɪˈneɪʃn], difficult [ˈdɪfɪkəlt].

Таблица основных правил чтения гласных и согласных

Англ. буквы	Передаваемый звук	В каких случаях	Примеры	Исключения
А, а	[eɪ]	в открытом слоге	place, take, make, same, state	have [æ] many [e]
		в сочетаниях ay, ai	pay, way, play, day, main	said [e]
	[æ]	в закрытом слоге	that, lamp	
	[ɑ]	перед r + согласная, s + согласная	park, garden, fast, task	mass [æ]
	[ɛə]	перед r + гласная	various, care	are [ɑ]
	[ɔ]	после w, qu в закрытом слоге	was	
	[ɔ]	после w, qu в закрытом слоге перед r	war, quarter	
		перед l + согласная	call, wall, also, fall, ball	
		в сочетаниях с u	autumn	
		перед w	law, saw	
Е, е	[iː]	в открытом слоге	be, Pete	
		в сочетаниях ee, ea	steel, street see, sea, mean	
	[e]	в закрытом слоге	belt, set	English [ɪ]
		в сочетаниях ea + d	already, head, bread	

Англ. буквы	Передаваемый звук	В каких случаях	Примеры	Исключения
E, e	[э:]	в сочетаниях er, ear + согласная	her, term, heard	
	[iə]	в сочетаниях ee + г, ea + г	pioneer, hear, appear	
	[ju:]	перед w	knew, newspaper, few	
	[u:]	перед w с предшествующим г	grew, drew	
I, i	[aɪ]	в открытом слоге	five, pine	give } [ɪ] live }
		перед nd, ld, gh	kind, mild, light	
	[ɪ]	в закрытом слоге	did	
	[i:]	в сочетании ie с последующей согласной	field	friend [e]
	[э:]	перед г или г + согласная	sir, first	
	[ˈaɪə]	перед г + гласная	fire, tired	
	O, o	[ou]	в открытом слоге	note, go
перед сочетанием ld			old, cold	
		в сочетаниях oa и ow	road, low	

Англ. буквы	Передаваемый звук	В каких случаях	Примеры	Исключения
O, o	[ɔ:]	в сочетании or после w	word, world	
	[ɒ]	в закрытом слоге	stop, not	
	[ɔ:]	перед r	port, short	
	[u:]	в сочетании oo	food, too	book } look } [u]
	[aʊ]	в сочетаниях ou, ow	compound, town, down	
	[ɔɪ]	в сочетаниях oi, oy	oil, enjoy	
	[ˈaʊə]	в сочетании ow перед er	power	
	[uə]	в сочетании oo+r	poor	door } floor } [ɜ:]
U, u	[ju:]	в открытом слоге	tube, produce, music	
	[ʌ]	в закрытом слоге	cut, cup, bus	put } push } pull } full } [ʌ]
	[u:]	в открытом слоге после l, r, j	lunar, rule, June	
	[ə:]	перед r+согласная	burn, turn	
	[juə]	перед r+гласная	pure, cure	

Англ буквы	Передаваемый звук	В каких случаях	Примеры	Исключения
Y, y	[aɪ]	в открытом слоге	type, try	
	[ɪ]	в закрытом слоге и в конце многосложных слов	symbol, family	
	[j]	в начале слова и перед гласной	yet, year, beyond	
C, c	[s]	перед i, e, y	capacity, practice, cell, bicycle	
	[k]	перед всеми остальными гласными и согласными	come, exact, direction	
	[tʃ]	в сочетаниях ch, tch	charge, watch	chemistry [k] technique [k] machine [ʃ]
	[ʃ]	перед сочетаниями ial, ient	special, efficient	
S, s	[s]	в начале слов, в середине слов перед глухими согласными, в конце слов после глухих согласных	send, salt, say, system, facts, books	
	[z]	после гласных, между гласными, после звонких согласных	as, position, days, supplies, beds	
	[ʃ]	в сочетаниях sh, sion, ssure	shop, transmission, pressure	
	[z]	перед ure	measure, treasure	

Англ. буквы	Передаваемый звук	В каких случаях	Примеры	Исключения
T, t	[ð]	в сочетании th: 1) в начале служебных слов, 2) между гласными	the, then, mother	
	[θ]	в сочетании th в начале и в конце знаменательных слов	thin, thick, seventh	
P, p	[f]	в сочетании ph	philosophy, photo	
G, g	[dʒ]	перед e, i, y	age, engineer, gymnastics	
	[g]	перед согласными, перед гласными, кроме e, i, y, в конце слов	great, go, big, dog	
	[ŋ]	в сочетании ng	bring, wrong, strong	

«Немые» (непроизносимые) согласные

«Немая» буква	В каких буквосочетаниях	Примеры
b g h gh k l w	bt gn whe, whi lgh kn ould alk who wr	doubt design, sign when, while height, weight, fight knowledge, knife should, could, would walk whose, whole write, wrong

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

Существительное (The Noun)

Существительные в английском языке, как и в русском языке, обозначают предметы и вещества (a table — стол; a house — дом; water — вода), живые существа (a girl — девочка; a cat — кошка), явления и отвлеченные понятия (rain — дождь; peace — мир; beauty — красота; work — работа; darkness — темнота).

Существительные в английском языке имеют ряд свойств, которые отличают их от существительных в русском языке. Основные из них следующие:

1. Перед существительными обычно ставятся особые служебные слова — артикли **a, an, the**:

I am a student.

Я студент.

Open the door, please.

Откройте дверь, пожалуйста.

2. Большинство существительных не изменяются по падежам, и только одушевленные существительные имеют два падежа: общий (a boy, boys) и притяжательный (boy's, boys')

What is the boy's name?

Как имя мальчика?

Where are the girls' hats?

Где шляпы девочек?

3. Существительные могут употребляться в качестве беспредложного определения к другим существительным. В этом случае они часто соответствуют по значению прилагательным в русском языке:

You must wear your school uniform.

Вы должны носить школьную форму.

Which do you like best: winter or summer sports?

Какие виды спорта вы любите больше: зимние или летние?

Множественное число имен существительных

Множественное число имен существительных в английском языке образуется путем прибавления окончания **-s**, например:

a pen [ə'pen] ручка

pens [pens] ручки

a desk [ə'desk] парты

desks [desks] парты

a boy [ə'boi] мальчик

boys [boiz] мальчики

Существительные, оканчивающиеся на **-s, -ch, -x, -sh, -ss, -o**, во множественном числе принимают окончание **-es**, например:

a bush [ə'buʃ] куст

bushes ['buʃiz] кусты

a glass [ə'glɑ:s] стакан

glasses ['glɑ:siz] стаканы

a dress [ə'dres] платье

dresses ['dresiz] платья

a box [ə'bɒks] коробка

boxes ['bɒksiz] коробки

a match [ə'mætʃ] матч

matches ['mætʃiz] матчи

a hero [ə'hɪərəʊ] герой

heroes ['hɪərəʊz] герои

Существительные, оканчивающиеся на **-f, -fe**, обычно меняют во множественном числе **-f, -fe** на **-v** и принимают окончание **-es**, например:

a knife [ə'naɪf] нож

knives [naɪvz] ножи

a wolf [ə'wʊlf] волк

wolves [wʊlvz] волки

Существительные, оканчивающиеся на -у с предшествующей согласной, меняют во множественном числе букву у на і и принимают окончание -es, например:
 a factory [ə'fæktəri] завод, фабрика factories ['fæktəri:z] заводы, фабрики

Некоторые существительные образуют множественное число путем изменения корневой гласной буквы, не принимая никаких окончаний, например:

a man [ə'mæn] мужчина	men [men] мужчины
a woman [ə'wʊmən] женщина	women ['wʊmɪn] женщины
a tooth [ə'tu:θ] зуб	teeth [ti:θ] зубы
a foot [ə'fʊt] ступня, нога	feet [fi:t] ноги

Некоторые существительные в английском языке употребляются только в единственном числе, например:

advice [əd'vaɪs] совет, советы	permission [pə'mɪʃən] разрешение
information [ˌɪnfə'meɪʃn] сведение, сведения	progress ['prɒʊgres] успех, успехи
iron ['aɪən] железо	water ['wɔ:tə] вода
money ['mʌni] деньги	weather ['weðə] погода
news [nju:z] новость, новости	work [wɜ:k] работа

Падежи имен существительных

Существительные в английском языке имеют только два падежа: общий падеж (**the Common Case**) и притяжательный падеж (**the Possessive Case**).

Притяжательный падеж выражает принадлежность и таким образом соответствует в русском языке родительному падежу. В форме притяжательного падежа употребляются в основном существительные, обозначающие одушевленные предметы.

Притяжательный падеж существительных в единственном числе образуется прибавлением апострофа и буквы s (-'s) к форме существительного в общем падеже. Окончание -'s произносится [s] после глухих согласных, [z] после звонких согласных и гласных и [ɪz] после шипящих и свистящих, т. е. так же, как и окончание -s при образовании множественного числа существительных.

Единственное число

<i>Общий падеж</i>	<i>Притяжательный падеж</i>
aunt [ɑ:nt] тетья	aunt's house ['ɑ:nts'haus] дом тети
dog [dɒg] собака	dog's name ['dɒgz'neɪm] кличка собаки
father [fɑ:ðə] отец	father's book ['fɑ:ðəz'bʊk] книга отца
James [dʒeɪmz] Джеймс	James's friend ['dʒeɪmzɪz'frend] друг Джеймса
George [dʒɔ:dʒ] Джордж	George's son ['dʒɔ:dʒɪz'sʌn] сын Джорджа

Притяжательный падеж существительных во множественном числе, оканчивающихся на -(e)s, образуется путем добавления только апострофа -'.

Множественное число

<i>Общий падеж</i>	<i>Притяжательный падеж</i>
horses ['hɔ:sɪz] лошади	horses' races ['hɔ:sɪz'reɪsɪz] скачки лошадей
dogs [dɒgz] собаки	dogs' masters ['dɒgz'mɑ:stəz] хозяева собак

Существительные, не имеющие окончания -(e)s во множественном числе, образуют притяжательный падеж множественного числа так же, как существительные в единственном числе — путем прибавления окончания -'s, например: children's literature ['tʃɪldrənz'lɪtərɪʃə] детская литература.

Артикль (The Article)

В английском языке существует два артикля: неопределенный **a (an)** и определенный **the**.

Неопределенный артикль **a(an)** произошел от числительного **one** -- «один» и поэтому употребляется только с исчисляемыми существительными в единственном числе.

Неопределенный артикль имеет две формы: 1) **a**, стоящую перед существительными, начинающимися с согласного звука или имеющими впереди себя определение, начинающееся с согласного звука, например: **a book** [ə'buk] книга, **a big apple** [ə'big'æpl] большое яблоко; 2) **an**, стоящую перед существительными, начинающимися с гласного звука или имеющими впереди себя определение, начинающееся с гласного звука, например: **an egg** [ən'eg] яйцо, **an old man** [ən'ould'mæn] старик.

Неопределенный артикль на русский язык не переводится и передает лишь указание на принадлежность предмета к какому-либо классу однородных предметов. Например: **a book** значит *какая-то, одна из, любая, какая-нибудь книга*. Если мы говорим **Give me a book** ['gɪvmi:ə'buk], то мы хотим подчеркнуть, что нам нужна книга, а не тетрадь, ручка, карандаш и т. д.

Определенный артикль происходит от указательного местоимения **that** [ðæt] «тот» и имеет одну форму **the**, которая произносится [ðə] перед существительными, начинающимися с согласного звука, например: **the room** [ðə'ru:m] (эта) комната, **the big apple** [ðə'big'æpl] (это) большое яблоко, и [ði:] перед существительными, начинающимися с гласного звука, или перед определением, начинающимся с гласного звука, например: **the evening** [ði:'vɪnɪŋ] (этот) вечер, **the old house** [ði:'ould'haus] (этот) старый дом.

Определенный артикль может употребляться как с исчисляемыми, так и с неисчисляемыми существительными в единственном и множественном числе.

Определенный артикль употребляется, когда нужно выделить какой-либо предмет, лицо или явление из класса ему подобных, например: **Give me the book** ['gɪvmi:ðə'buk]. Дайте мне эту книгу (*ту, которая лежит на столе*).

Употребление неопределенного артикля

Неопределенный артикль употребляется:

1) с существительным — именным членом составного сказуемого:

Mike is a student.

Миша студент.

2) с существительным-подлежащим после оборота **there is (there was, there will be)**:

There's a good library in our school.

В нашей школе есть хорошая библиотека.

3) с дополнением после глагола **have**:

I have a sister.

У меня есть сестра.

Употребление определенного артикля с исчисляемыми существительными

Определенный артикль употребляется, когда собеседникам (или пишущему и читателю) известно из окружающей обстановки (ситуации), предшествующего опыта или словесного окружения (контекста), о каком или каких именно предметах (лицах, явлениях) идет речь.

1. Определенный артикль обычно употребляется, когда перед существительным стоит:

а) порядковое числительное:

Gagarin was the first man to fly into space.

Гагарин был первым человеком, который полетел в космос.

б) прилагательное в превосходной степени:

This is the **shortest** way to the town. Это кратчайший путь к городу.
Jack is the **best** runner in our school. Джек — лучший бегун в нашей школе.

в) одно из прилагательных — **following, last, next, same**:

Copy the following sentences. Спишите следующие предложения.
You've made the **same** mistake. Вы сделали ту же самую ошибку.
The **next** stop is ours. Следующая остановка наша.

Примечание: Существительные с прилагательными **next** и **last** употребляются без артикля в сочетаниях **next door** (в соседнем доме), **next week** (на будущей неделе), **next month, next summer, next year, next Sunday** (в будущее воскресенье), **next time** (в следующий раз), **last week** (на прошлой неделе), **last month, last year, last Saturday** и т. п.:

Tom lives **next door** to me. Том живет рядом со мной.
I'll be on duty **next week**. Я буду дежурить на следующей неделе.
I was there **last night**. Я был там вчера.

2. Определенный артикль употребляется, когда за существительным следует определение:

Here is the book I **bought** yesterday. Вот книга, которую я вчера купил.
Can you show me the way **to the station**? Вы можете мне показать дорогу на станцию?
The trees **planted** by us have taken root. Деревья, посаженные нами, прижились.
This is the house **where** I was born. Вот дом, где я родился.

3. Определенный артикль употребляется в тех случаях, когда из предшествующего контекста ясно, о каком предмете (лице, явлении) или каких предметах (лицах, явлениях) идет речь:

We've received a letter from an English schoolgirl. **The girl** writes in the letter that she wants to correspond with Soviet schoolchildren.

Petrov mis-spelt a word in his sentence. **Who** has noticed the mistake?

В данных примерах из первых предложений ясно, о каких именно предметах (лицах, явлениях) идет речь (the letter, the girl, the mistake).

4. Определенный артикль употребляется с существительными, обозначающими предметы, единственные в своем роде: **the sun, the moon, the earth, the ground, the world, the sky, the air** и некоторые другие:

The Soviet scientists were the first **to photograph** the far side of **the Moon**. Советские ученые были первыми, кто сфотографировал обратную сторону Луны.

Our sportsmen are the best in **the world**. Наши спортсмены лучшие в мире.

5. Определенный артикль может употребляться с исчисляемыми существительными в единственном числе, не выделяя предмет из ряда ему подобных, а обозначая весь класс однородных предметов:

The **rose** is a beautiful flower. Роза — красивый цветок.
The **dog** is the friend of man. Собака — друг человека.

Отсутствие артиклей перед исчисляемыми существительными

Артикли не употребляются с исчисляемыми существительными в следующих случаях:

1) если существительное является обращением:

Children, be quiet! Дети, тише.

2) перед словами **Father, Mother** в высказываниях членов семьи:

Ann, hasn't Father come yet? Аня, папа еще не пришел?

3) перед названиями дней недели, месяцев и времени года:

Spring has come at last!	Весна наконец пришла.
July is a summer month.	Июль — летний месяц.
We do not go to school on Sunday.	Мы не ходим в школу в воскресенье.

4) перед существительными **breakfast, dinner, lunch, supper**:

I have breakfast at seven.	Я завтракаю в семь часов.
Will you stay to dinner ?	Вы останетесь обедать?

Употребление артиклей с неисчисляемыми существительными

Неисчисляемые существительные (отвлеченные и вещественные) употребляются, как правило, без артиклей:

I like music .	Я люблю музыку.
Mathematics and physics are my favourite subjects.	Математика и физика — мои любимые предметы.
Give me a glass of water , please.	Дайте мне стакан воды, пожалуйста.
We struggle for peace .	Мы боремся за мир.

Если отвлеченные и вещественные существительные имеют при себе ограничительные определения или уточняются ситуацией, они употребляются с определенным артиклем:

Pass me the bread , please.	Передайте мне хлеб, пожалуйста.
------------------------------------	---------------------------------

Артикли с именами собственными

Имена собственные употребляются, как правило, без артиклей: Ann, Moscow, England, Africa, Gorky Street:

London is the capital of Great Britain .	Лондон — столица Великобритании.
I live in Lenin Street .	Я живу на улице Ленина.

С определенным артиклем употребляются следующие имена собственные:
1) названия морей, океанов, рек, каналов, проливов, горных цепей, пустынь, групп островов: the Black Sea, the Atlantic Ocean, the Volga, the Thames, the English Channel, the Urals, the Sahara:

London stands on the Thames .	Лондон стоит на Темзе.
--------------------------------------	------------------------

2) названия стран света: the North, the South, the East, the West:

He lives in the Far East .	Он живет на Дальнем Востоке.
-----------------------------------	------------------------------

3) фамилии во множественном числе для обозначения семьи в целом — всем членам семьи:

Last month the Petrovs moved to a new flat.	В прошлом месяце Петровы переехали в новую квартиру.
--	--

Прилагательное (The Adjective)

В английском языке, как и в русском, прилагательные обозначают признаки, качества или свойства предметов.

По значению прилагательные делятся на две группы: качественные и относительные.

Качественные прилагательные обозначают признаки и качества предметов, а следовательно, имеют степени сравнения.

Степени сравнения имен прилагательных и наречий

Односложные и двусложные прилагательные образуют степени сравнения путем прибавления суффиксов:

- er в сравнительной степени,
- est в превосходной степени.

Положительная степень	Сравнительная степень	Превосходная степень
short [ʃɔ:t] короткий big [big] большой long [lɒŋ] длинный easy ['i:zi] легкий	shorter ['ʃɔ:tə] короче bigger ['bigə] больше longer ['lɒŋgə] длиннее easier ['i:ziə] легче	shortest ['ʃɔ:tɪst] самый короткий biggest ['bigɪst] самый большой longest ['lɒŋgɪst] самый длинный easiest ['i:zi:st] самый легкий

При образовании простых форм сравнительной и превосходной степеней необходимо соблюдать следующие правила:

1) удваивать в написании конечную согласную в сравнительной и превосходной степенях односложных прилагательных, оканчивающихся на одну согласную с предшествующим кратким гласным звуком:

hot—hotter—hottest
big—bigger—biggest

2) изменять букву у на i в сравнительной и превосходной степенях прилагательных, оканчивающихся на -у с предшествующей согласной:

lazy—lazier—laziest
happy—happier—happiest

3) опускать немое e в сравнительной и превосходной степенях:

large—larger—largest
simple—simpler—simplest

Некоторые прилагательные (наречия) образуют формы степеней сравнения от других корней:

good хороший well хорошо	}	better ['betə] лучше, best [best] самый лучший, лучше всего
bad плохой badly плохо	}	worse [wɔ:s] хуже, worst [wɔ:st] самый худший, хуже всего
many много much много	}	more [mɔ:] больше, most [mɔ:st] наибольший, больше всего
little маленький, мало	}	less [les] меньше, least [li:st] наименьший, меньше всего

Прилагательные, состоящие более чем из двух слогов, образуют степени сравнения путем постановки перед ними слов more [mɔ:] (в сравнительной степени) и most [mɔ:st] (в превосходной степени).

Положительная степень	Сравнительная степень	Превосходная степень
interesting интересный beautiful красивый	more interesting более интересный more beautiful более красивый	most interesting самый интересный most beautiful самый красивый

Русскому обороту «такой же ... как» соответствует английский оборот *as ... as*, обороту «не такой ... как» — оборот *not so ... as*, оборотам «более ... чем», «меньше ... чем» — конструкция с *than*:

This flower is as beautiful as that one. Этот цветок такой же красивый, как и тот. (Слово *one* заменяет слово «цветок».)
This story is not so interesting as that one. Этот рассказ не такой интересный, как тот (рассказ).
This exercise is easier than that one. Это упражнение легче, чем то (упражнение).

Относительные прилагательные обозначают признаки и качества предметов через отношение к другим предметам, например: *golden hair* золотистые волосы, *political economy* политическая экономия.

В значении относительных прилагательных в английском языке выступают существительные-определители:

a school library	школьная библиотека
a gold watch	золотые часы
the autumn sky	осеннее небо
a London street	лондонская улица

Числительные (Numerals)

В английском языке, как и в русском, различаются количественные числительные (*Cardinal Numerals*) и порядковые (*Ordinal Numerals*).

Количественные числительные обозначают число предметов и отвечают на вопрос: *How many?* (Сколько?)

I have two pens and three pencils.

Порядковые числительные обозначают порядок при счете и отвечают на вопрос: *Which?* (Который по порядку?)

The school year begins on the first of September.
July the twenty-second is my mother's birthday.

Образование количественных и порядковых числительных

1. Присоединяя суффикс *-teen* к соответствующим простым числительным, можно образовать числительные от 13 (*thirteen*) до 19 (*nineteen*):

four + teen = fourteen
six + teen = sixteen
seven + teen = seventeen

Примечание: Числительные *thirteen* и *fifteen* имеют изменения в основе (сравните: *three, five*).

2. Суффикс *-ty*, присоединяясь к простым числительным, образует десятки от 20 (*twenty*) до 90 (*ninety*):

seven + ty = seventy
six + ty = sixty
nine + ty = ninety

Примечание: Числительные *twenty, thirty* и *fifty* имеют изменения в основе (сравните: *two, three, five*), а в числительном *forty* выпадает буква *и*.

3. В составных числительных единицы непосредственно присоединяются к десяткам и пишутся через дефис, а между десятками и сотнями стоит союз **and**: **thirty-seven, eight hundred and fifty-four**.

4. Перед числительными **hundred, thousand, million** ставится неопределенный артикль **a** или числительное **one**: **a (one) hundred, a (one) thousand, a (one) million**.

5. Числительные **hundred, thousand** и **million** не принимают окончания **-s**, когда перед ними стоят числительные **two, three, four** и т. д.: **two hundred, three thousand, four million**.

Hundred, thousand и **million** могут, однако, принимать окончание **-s**, когда они выражают неопределенное количество сотен, тысяч, миллионов. В этом случае они превращаются в существительные и после них употребляется существительное с предлогом **of**:

Hundreds of students were present at the meeting.

Сотни студентов присутствовали на собрании.

Thousands of people met the Soviet delegation.

Тысячи людей встречали советскую делегацию.

6. Порядковые числительные, кроме **first, second, third**, образуются от соответствующих количественных числительных путем прибавления суффикса **-th** или **-eth**.

Суффикс **-eth** прибавляется к числительным, оканчивающимся на **-ty**, причем буква **y** при этом заменяется на **i**: **thirty—thirtieth, sixty—sixtieth, etc.**

В остальных случаях прибавляется суффикс **-th**: **six—sixth, seven—seventh, hundred—hundredth, etc.**

Составные порядковые числительные образуются от соответствующих количественных числительных путем замены последнего количественного числительного порядковым: **twenty-one—twenty-first, thirty-seven—thirty-seventh**.

Числительные (Numerals)

Количественные (Cardinal Numerals)	Порядковые (Ordinal Numerals)
1. one [wʌn]	the first [ðə 'fɜ:st]
2. two [tu:]	the second [ðə 'sekənd]
3. three [θri:]	the third [ðə 'θɜ:d]
4. four [fɔ:]	the fourth [ðə 'fɔ:θ]
5. five [faɪv]	the fifth [ðə 'fɪfθ]
6. six [sɪks]	the sixth [ðə 'sɪksθ]
7. seven ['sevn]	the seventh [ðə 'sevnθ]
8. eight [eɪt]	the eighth [ðɪ 'eɪtθ]
9. nine [naɪn]	the ninth [ðə 'naɪnθ]
10. ten [ten]	the tenth [ðə 'tenθ]
11. eleven [ɪ'levn]	the eleventh [ɪɪ 'levnθ]
12. twelve [twelv]	the twelfth [ðə 'twelfθ]
13. thirteen ['θɜ:'ti:n]	the thirteenth [ðə 'θɜ:'ti:nθ]
14. fourteen ['fɔ:'ti:n]	the fourteenth [ðə 'fɔ:'ti:nθ]
15. fifteen ['fɪf'ti:n]	the fifteenth [ðə 'fɪf'ti:nθ]
16. sixteen ['sɪks'ti:n]	the sixteenth [ðə 'sɪks'ti:nθ]
17. seventeen ['sevn'ti:n]	the seventeenth [ðə 'sevn'ti:nθ]
18. eighteen ['eɪ'ti:n]	the eighteenth [ðɪ 'eɪ'ti:nθ]
19. nineteen ['naɪn'ti:n]	the nineteenth [ðə 'naɪn'ti:nθ]
20. twenty ['twentɪ]	the twentieth [ðə 'twentɪθ]
21. twenty-one ['twentɪ'wʌn]	the twenty-first [ðə 'twentɪ'fɜ:st]
30. thirty ['θɜ:ti]	the thirtieth [ðə 'θɜ:tiθ]
40. forty ['fɔ:ti]	the fortieth [ðə 'fɔ:tiθ]
50. fifty ['fɪftɪ]	the fiftieth [ðə 'fɪftɪθ]
60. sixty ['sɪkstɪ]	the sixtieth [ðə 'sɪkstɪθ]
70. seventy ['sevnɪ]	the seventieth [ðə 'sevnɪθ]

Количественные (Cardinal Numerals)	Порядковые (Ordinal Numerals)
80. eighty ['eɪtɪ]	the eightieth [ði 'eɪtɪθ]
90. ninety ['naɪntɪ]	the ninetieth [ðə 'naɪntɪθ]
100. one hundred ['wʌn 'hʌndrəd]	the hundredth [ðə 'hʌndrədθ]
101. one hundred and one ['wʌn 'hʌndrəd ənd 'wʌn]	the one hundred and first [ðə 'wʌn 'hʌndrəd ənd 'fɜ:st]
110. one hundred and ten ['wʌn 'hʌndrəd ənd 'ten]	the one hundred and tenth [ðə 'wʌn 'hʌndrəd ənd 'tenθ]
1,000. one thousand ['wʌn 'θaʊzənd]	the thousandth [ðə 'θaʊzəndθ]
1,000,000 one million ['wʌn 'mɪljən]	the millionth [ðə 'mɪljənθ]

Местоимение (The Pronoun)

В английском языке местоимения по своему значению делятся на 9 групп. Каждая группа местоимений имеет свои особенности как по значению, так и по синтаксическим и морфологическим функциям.

Ниже будут рассматриваться лишь те группы местоимений, которые встречаются в данном учебнике.

Личные местоимения (Personal Pronouns)

Единственное число

1-е лицо	I [aɪ] я
2-е лицо	you [ju:] ты
3-е лицо	he [hi:] он
	she [ʃi:] она
	it [ɪt] он, она, оно (о неодушевленных предметах и животных)

Множественное число

we [wi:] мы
you [ju:] вы
they [ðei] они

1. Личное местоимение I всегда пишется с заглавной буквы.

2. В современном английском языке имеется только одно личное местоимение для 2-го лица единственного и множественного числа — you, которое пишется с маленькой буквы. На русский язык you переводится «вы» и «ты» в зависимости от контекста.

3. Личные местоимения имеют только два падежа: именительный и объектный. Объектный падеж личных местоимений переводится на русский язык одним из косвенных падежей.

Именительный падеж

I
you
he
she
it
we
you
they

Объектный падеж

me [mi:]
you [ju:]
him [hɪm]
her [hə:]
it [ɪt]
us [ʌs]
you [ju:]
them [ðem]

Притяжательные местоимения (Possessive Pronouns)

Притяжательные местоимения выражают принадлежность. Каждое личное местоимение имеет соответствующее притяжательное местоимение.

Существуют две формы притяжательных местоимений: первая форма (Cop-joint form), определяющая существительное, и вторая форма (Absolute form), заменяющая существительное.

Притяжательные местоимения первой формы

<i>Единственное число</i>		<i>Множественное число</i>
1-е лицо	my [maɪ] мой	our ['aʊə] наш
2-е лицо	your [jɔ:] твой	your [jɔ:] ваш
3-е лицо	his [hɪz] его	their [ðeə] их
	her [hə:] ее	
	its [ɪts] его, ее (для неодушевленных предметов)	

Притяжательные местоимения второй формы

<i>Единственное число</i>	<i>Множественное число</i>
1-е лицо	mine [maɪn]
2-е лицо	yours [jɔ:z]
3-е лицо	his [hɪz]
	hers [hə:z]
	its [ɪts]

Притяжательное местоимение первой формы в предложении имеет функцию прилагательного — определения к существительному:

Please, give me my pen.	Пожалуйста, дайте мне мою ручку.
His story is too long.	Его рассказ слишком длинен.
Don't take this chair, its leg is broken.	Не берите этот стул, его ножка сломана.
I have not seen their wall newspaper.	Я не видел их стенной газеты.

Притяжательные местоимения второй формы в предложении заменяют существительные в функции подлежащего, части составного сказуемого и дополнения:

My room is large, yours is larger and hers is the largest.	Моя комната большая, ваша — больше, а ее — самая большая.
Whose school did he visit? He visited ours .	Какую школу он посещал? Он посещал нашу.
Whose book is it? It is mine .	Чья это книга? Моя.

Возвратные и усиительные местоимения (Reflexive and Emphatic Pronouns)

Возвратные местоимения образуются путем прибавления окончания **-self** к личным или притяжательным местоимениям единственного числа и окончания **-selves** к личным или притяжательным местоимениям множественного числа.

Возвратным местоимениям в русском языке соответствует частица **-ся(-сь)** в возвратных глаголах и местоимение **себя, себе**.

<i>Единственное число</i>	<i>Множественное число</i>
1-е лицо	myself [maɪ'self]
2-е лицо	yourself [jɔ:'self]
3-е лицо	himself [hɪm'self]
	herself [hə'self]
	itself [ɪt'self]
I dressed myself .	Я оделся.
He washes himself with cold water.	Он умывается холодной водой.
She said to herself .	Она сказала себе.
I myself saw the man.	Я сам видел этого человека.

Местоимения many, much, (a) few, (a) little

В английском языке существует группа неопределенных местоимений: **many, much, few, a few, little, a little**.

Неопределенные местоимения **many** (много, многие), **few** (мало), **a few** (немного, немногие, несколько), **much** (много), **little** (мало), **a little** (немного, немнож-

ко), выражающие неопределенное количество, различаются в своем употреблении.

Местоимения **many**, **few**, **a few** определяют или заменяют исчисляемые существительные во множественном числе. Эти местоимения отвечают на вопрос: **How many?** (Сколько?)

She bought many pencils for her son.	Она купила много карандашей сыну.
Few students were in the room.	В комнате было мало студентов.
I saw a few buses in the village.	В поселке я увидел несколько автобусов.

Местоимения **much**, **little**, **a little** определяют или заменяют неисчисляемые существительные (имеющие только единственное число). Эти местоимения отвечают на вопрос: **How much?** (Сколько?)

I don't like to eat much bread.	Я не люблю есть много хлеба.
My brother puts little sugar in his tea.	Мой брат кладет мало сахара в чай.
Pass me a little fish, please.	Передайте мне, пожалуйста, немного рыбы.

Слова **much**, **little**, **a little** могут относиться не только к существительным, но также к глаголу, причастию и прилагательному и в этом случае имеют значение наречий.

Ann writes not so much .	Аня пишет не очень много.
He looked a little tired.	Он выглядел немного усталым.

Слова **a few**, **a little** имеют положительное значение, обозначая наличие небольшого количества, в то время как **few** и **little** подчеркивают недостаточность количества, т. е. имеют отрицательное значение.

The student has few English books.	У этого студента мало английских книг.
This student has a few English books.	У этого студента есть несколько английских книг.

Глагол (The Verb)

Времена группы Indefinite (Indefinite Tenses)

Все времена группы Indefinite употребляются для выражения факта совершения действия, а также для выражения обычных, регулярно повторяющихся действий в настоящем, прошедшем и будущем.

Настоящее неопределенное время (The Present Indefinite Tense)

Настоящее неопределенное время (Present Indefinite) образуется из основной формы глагола (инфинитива спрягаемого глагола без частицы **to**) для всех лиц, кроме 3-го лица единственного числа.

Для образования 3-го лица единственного числа к основной форме глагола прибавляется окончание **-(e)s**. Ниже приводим спряжение глагола **write** в утвердительной форме:

I write.	We write.
You write.	You write.
He (she, it) writes.	They write.

Окончание **-s** произносится как звук [s] после глухих согласных и как звук [z] после звонких согласных и гласных:

He works. [hi: 'wəks]
He sees. [hi: 'si:z]
He learns. [hi: 'lɜ:nz]

Порядок слов в утвердительном предложении

Подлежащее	Сказуемое	Остальная часть предложения
I	speak	English every day.

Вопросительная форма образуется при помощи вспомогательного глагола **do** (**does** в 3-м лице единственного числа), который ставится перед подлежащим, за ним следует подлежащее и спрягаемый глагол в основной форме. Если в предложении имеется вопросительное слово, то оно ставится в самом начале предложения.

Порядок слов в вопросительном предложении

Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
Where	does do	she you	live work	in summer? in the morning?

Отрицательная форма образуется из утвердительной путем постановки вспомогательного глагола **do** (**does**) и отрицания **not** перед спрягаемым глаголом в основной форме, например:

He does not go to school on Sundays. Он не ходит в школу по воскресеньям.

Порядок слов в отрицательном предложении

Подлежащее	Сказуемое			Остальная часть предложения
	вспомогательный глагол	отрицание	смысловый глагол	
We	do	not	go	to the cinema every day.

Примечание: Present Indefinite употребляется также для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия:

If you **study** English hard, you will learn it.

Если вы будете заниматься английским языком упорно, вы выучите его.

When we go to the theatre, I shall meet you at the bus-stop.

Когда мы пойдем в театр, я встречу тебя у автобусной остановки.

Прошедшее неопределенное время (The Past Indefinite Tense)

В английском языке все глаголы в зависимости от способа образования времени **Past Indefinite** делятся на две группы: правильные глаголы и неправильные. Формы **Past Indefinite** глаголов, которые образуются не по правилу, приводятся

в таблице неправильных глаголов (см. с. 357), и их следует выучить. Все правильные глаголы образуют **Past Indefinite** путем добавления окончания **-ed** к основной форме спрягаемого глагола. Это окончание произносится как звук [d], если оно следует за звонким согласным и гласным, как [t], если оно следует за глухим согласным, и как [ɪd], если основа спрягаемого глагола оканчивается на звуки [t] и [d]:

ask [ɑ:sk]	asked [ɑ:skt]
live [lɪv]	lived [lɪvd]
count [kaunt]	counted [ˈkauntɪd]
decide [dɪˈsaɪd]	decided [dɪˈsaɪdɪd]

Глаголы в **Past Indefinite** ни по лицам, ни по числам не изменяются.

Отрицательная и вопросительная формы в **Past Indefinite** строятся по тому же принципу, что и в **Present Indefinite**. Однако надо помнить, что вспомогательный глагол в **Past Indefinite** имеет форму **did**, например:

Did Ann go to the park yesterday?	Аня ходила в парк вчера?
We did not see the film yesterday.	Мы не видели этот фильм вчера.

Рекомендуем запомнить наиболее распространенные обстоятельства времени, употребляемые с глаголами в **Past Indefinite**:

yesterday	вчера
at that time	в то время
the day before yesterday	позавчера
last week (month, year)	на прошлой неделе (в прошлом месяце, году)
two days ago	два дня тому назад

Будущее неопределенное время (The Future Indefinite Tense)

Будущее неопределенное время (**Future Indefinite**) образуется из вспомогательных глаголов **shall** и **will** и основной формы спрягаемого глагола.

Вспомогательный глагол **shall** употребляется в 1-м лице единственного и множественного числа, а в остальных лицах употребляется **will**:

I shall write.	We shall write.
You will write.	You will write.
He (she, it) will write.	They will write.

Вопросительная форма строится путем постановки вспомогательного глагола **shall** или **will** перед подлежащим, например:

Will you go to the cinema tomorrow?	Ты пойдешь в кино завтра?
--	---------------------------

Отрицательная форма образуется путем постановки отрицания **not** после вспомогательного глагола **shall** или **will**, например:

I shall not go to the cinema tomorrow.	Я не пойду в кино завтра.
---	---------------------------

Времена группы Continuous (Continuous Tenses)

Настоящее продолженное время (The Present Continuous Tense)

Present Continuous образуется при помощи вспомогательного глагола **to be** в настоящем времени (**am, is, are**) и причастия настоящего времени смыслового глагола:

I am reading.
He is reading.
We are reading.

Вопросительная форма образуется путем постановки вспомогательного глагола **to be** (**am, is, are**) перед подлежащим, например:

Am I reading?
Is he reading?
Are they reading?

Отрицательная форма образуется путем постановки отрицания **not** после вспомогательного глагола, например:

I am not reading.
He is not reading.
We are not reading.

Present Continuous употребляется для выражения действия, происходящего в данный момент настоящего времени:

I am speaking now.	Я разговариваю сейчас.
The boy is running.	Мальчик бежит.
They are doing their laboratory work.	Они делают лабораторную работу.

Прошедшее длительное время (The Past Continuous Tense)

Past Continuous образуется при помощи вспомогательного глагола **to be** в прошедшем времени (**was, were**) в сочетании с причастием настоящего времени смыслового глагола:

I was speaking.
They were speaking.

Вопросительная форма образуется путем постановки вспомогательного глагола **to be (was, were)** перед подлежащим, например:

Was I speaking?
Were they speaking?

Отрицательная форма образуется путем постановки отрицания **not** после вспомогательного глагола, например:

I was not speaking.
They were not speaking.

Past Continuous употребляется:

1) когда точно указано время (или отрезок времени) совершения действия в прошлом:

I was writing a letter at 8 o'clock yesterday.	Я писал письмо в 8 часов вчера вечером.
--	---

2) когда совершено два действия в прошлом и одно из них имеет продолженную форму (**Past Continuous**), а другое — законченную форму (**Past Indefinite**):

Pete was going to school when he met his friend.	Петя шел в школу, когда он встретил своего друга. (Петя шел в школу до встречи с другом и после, поэтому это действие рассматривается как длительное и выражается глаголом в Past Continuous .)
--	--

She was reading when her mother entered the room.	Она читала, когда вошла мама. (Она читала до прихода мамы в течение какого-то времени, поэтому это действие рассматривается как длительное и выражается глаголом в Past Continuous .)
---	--

Времена группы Perfect (Perfect Tenses)

Настоящее совершенное время (The Present Perfect Tense)

Present Perfect образуется при помощи вспомогательного глагола **to have** в настоящем времени (**have, has**) и причастия прошедшего времени смыслового глагола:

I (we, you, they) have worked,
He (she, it) has worked.

Вопросительная форма образуется путем постановки вспомогательного глагола **to have** перед подлежащим, например:

Have I worked?
Has he worked?

Отрицательная форма образуется путем постановки отрицания **not** после вспомогательного глагола, например:

I have not worked.
He has not worked.

Present Perfect употребляется для выражения закончившегося действия, когда время совершения его указывается неопределенно, а результат действия явлено в настоящий момент. (В тех случаях, когда время совершения действия в прошлом указывается определенно, употребляется **Past Indefinite**.) **Present Perfect** чаще всего переводится на русский язык глаголами совершенного вида в прошедшем времени:

I have written a letter.

Я написал письмо. (*Письмо написано, но не сказано, когда оно написано, поэтому употребляем Present Perfect.*)

We have bought a television set.

Мы купили телевизор. (*Телевизор куплен. Он в комнате. нас интересует результат в настоящем, а время совершения действия не указано.*)

Pete has broken his pencil.

Петя сломал карандаш. (*Результат действия явлено: карандаш сломан и им писать нельзя. Время совершения действия не указано.*)

Present Perfect часто употребляется с наречиями неопределенного времени, которые ставятся между вспомогательным глаголом и причастием прошедшего времени спрягаемого глагола:

Ann has just come in.

Аня только что вошла.

We have already seen this film.

Мы уже видели этот фильм.

Наиболее часто употребляемые наречия неопределенного времени:

ever ['evə] когда-либо
never ['nevə] никогда
just [dʒʌst] только что
already [ɔ:l'redɪ] уже
(not) yet [(nɒt)'jet] еще (не)

Прошедшее совершенное время (The Past Perfect Tense)

Past Perfect образуется при помощи вспомогательного глагола **to have** в прошедшем времени (**had**) и причастия прошедшего времени смыслового глагола:

I had worked.
He had worked.

Вопросительная форма образуется путем постановки вспомогательного глагола **to have (had)** перед подлежащим, например:

Had I worked?
Had he worked?

Отрицательная форма образуется путем постановки отрицания **not** после вспомогательного глагола, например:

I had not worked.
He had not worked.

Past Perfect употребляется для выражения действия, совершенного к какому-то моменту в прошлом. Этот момент может быть обозначен либо точным указанием времени, либо другим действием в прошлом:

He had written his work by 2 o'clock. Он написал свою работу к двум часам.
We had finished our laboratory work Мы закончили нашу лабораторную работу до того, как прозвенел звонок.
before the bell rang.

Часто **Past Perfect** употребляется в придаточных предложениях, когда мы хотим подчеркнуть предшествование одного действия другому:

She said (that) she had read this article. Она сказала, что читала эту статью.
(Сначала она прочла статью, а потом об этом сказала.)

Правило согласования времен (The Sequence of Tenses)

В английском языке существует правило согласования (последовательности) времен в сложноподчиненных предложениях с придаточными дополнительными.

Если в главном предложении глагол стоит в настоящем или будущем времени, то в придаточном дополнительном предложении глагол может стоять в любом времени, требуемом по смыслу, и в этом случае правило согласования времен не действует:

He says that Ann takes English lessons. Он говорит, что Аня берет уроки английского языка.
He says that they were good friends Он говорит, что они были хорошими друзьями в течение многих лет.
for many years.
He says that they will go to Riga in Он говорит, что они поедут в Ригу летом.
summer.

Правило согласования времен действует лишь в том случае, если в главном предложении глагол стоит в **Past Indefinite** или **Past Continuous**. В этом случае в придаточном предложении употребляется:

1) для выражения одновременного действия **Past Indefinite** или **Past Continuous**:

He said that Ann took English lessons. Он сказал, что Аня берет уроки английского языка.

2) для выражения действия, предшествующего действию главного предложения, — **Past Perfect**:

He said that they had been good friends Он сказал, что они были хорошими друзьями в течение многих лет.
for many years.

3) для выражения будущего действия употребляется особое время, которое называется **Future in the Past** (будущее в прошедшем):

He said that they would go to Riga Он сказал, что они поедут в Ригу летом.
in summer.
He said that we should learn English. Он сказал, что мы будем изучать английский язык.

Примечание: **Future in the Past** образует утвердительную, вопросительную и отрицательную формы таким же образом, как и **Future Indefinite**. Разница заключается лишь в том, что в **Future in the Past** вместо глаголов **shall** и **will** соответственно употребляются **should** и **would**. На русский язык предложения в **Future in the Past** переводятся будущим временем. Помните, что **Future in the Past** употребляется только в придаточных дополнительных предложениях:

She knew that I (we) should attend these lectures.	Она знала, что я (мы) буду посещать эти лекции.
She knew that you (he, she, they) would attend these lectures.	Она знала, что вы (он, она, они) будете посещать эти лекции.

Страдательный залог (The Passive Voice)

В английском языке существует два залога глагола: действительный (**the Active Voice**) и страдательный (**the Passive Voice**). В том случае, когда подлежащее является действующим лицом, мы имеем дело с действительным залогом, например:

I read a newspaper every day.	Я читаю газету каждый день. (<i>Подлежащее I является действующим лицом, и поэтому мы говорим, что данное предложение стоит в действительном залоге.</i>)
-------------------------------	---

Если же подлежащее не является действующим лицом, а действие направлено на подлежащее, то в этом случае мы имеем дело с предложением в страдательном залоге, например:

The book was written by my friend.	Книга была написана моим другом. (<i>Здесь действие направлено на подлежащее the book.</i>)
------------------------------------	---

Страдательный залог образуется при помощи вспомогательного глагола **to be** в соответствующем времени, лице и числе в сочетании с **Past Participle** (причастием прошедшего времени) смыслового глагола.

Формула образования страдательного залога:

to be <i>(в соответствующем времени, лице и числе)</i>	+	Past Participle смыслового глагола
--	---	--

Например:

The house was built last month.	Дом был построен в прошлом месяце.
The teacher was sent for.	За учителем послали.

Как видно из вышеприведенных примеров, глагол в страдательном залоге в английском языке можно переводить на русский язык следующими тремя способами:

1) сочетанием глагола «быть» с краткой формой страдательного причастия — в этом сочетании глагол **to be** в настоящем времени на русский язык не переводится;

2) глаголом, оканчивающимся на **-ся(-сь)**;

3) глаголом в действительном залоге в 3-м лице множественного числа в составе неопределенно-личного предложения.

Страдательный залог употребляется:

1) когда нам неизвестно лицо, совершающее действие, или по каким-то причинам мы не хотим упоминать его:

A lot of books are published in our country every year.	Очень много книг ежегодно издается в нашей стране.
---	--

2) когда предмет действия представляет для нас больший интерес, чем действующее лицо:

The picture was bought yesterday. Картина была куплена вчера.

Повелительное наклонение (The Imperative Mood)

Повелительное наклонение выражает просьбу или приказание говорящего. В повелительном наклонении различаются утвердительная и отрицательная формы.

Утвердительная форма глагола образуется из инфинитива без частицы *to*:

Read!	Читай! Читайте!
Write!	Пиши! Пишите!
Look at the blackboard!	Смотри (смотрите) на доску!

Отрицательная форма глагола в повелительном наклонении образуется путем постановки вспомогательного глагола *do*, слитого в одно слово с отрицательной частицей *not*—*don't*:

Don't write now!	Не пишите сейчас!
Don't be late!	Не опаздывайте!
Don't talk!	Не разговаривайте!

Для выражения просьб или приказаний, обращенных к 3-му лицу, употребляется сочетание глагола *let* с личным местоимением в форме объектного падежа (или существительным в форме общего падежа) и инфинитива без частицы *to*. Эти сочетания переводятся на русский язык при помощи слов «пусть», «пускай», «давай», «дайте» с местоимением (существительным) и глаголом:

Let him translate!	Пусть (пускай) он переводит!
	Дай(те) ему перевести!
Let them translate!	Пусть (пускай) они переводят!
	Дай(те) им перевести!

Сочетание глагола *let* с личным местоимением 1-го лица множественного числа в форме объектного падежа и инфинитива без частицы *to* выражает побуждение к совместному действию:

Let us go!	Пойдем (пойдемте)! Давай(те) пойдем!
Let us talk!	Поговорим! Давай(те) поговорим!

Отрицательная форма образуется при помощи *do not* (*don't*):

Don't let him do it!	Пусть он этого не делает!
Don't let them go there!	Пусть они не ходят туда!

Глагол *to be*

Формы глагола *to be* в настоящем времени (Present Indefinite)

Утвердительная форма	Вопросительная форма	Отрицательная форма	Вопросительно-отрицательная форма
I am He (she, it) is We (you, they) are	Am I? Is he? Are we?	I am not He is not We are not	Am I not? Is he not? Are we not?

Глагол *to be* употребляется в качестве смыслового глагола, глагола-связки в составном именном сказуемом и вспомогательного глагола.

1. В роли смыслового глагола **to be** соответствует в русском языке глаголам «быть», «находиться». В этом случае в настоящем времени **to be** на русский язык часто не переводится, например:

Ann is at school.

Аня в школе.

2. В роли глагола-связки в составном именном сказуемом **to be** соответствует в русском языке глаголам «быть», «являться», «состоять», «заклучаться». В настоящем времени связка на русский язык тоже часто не переводится:

I am a student.

Я студент.
(Я являюсь студентом.)

3. В роли вспомогательного глагола **to be** употребляется для образования всех времен группы **Continuous** и страдательного залога (**Passive Voice**). В этом случае **to be** не имеет самостоятельного значения, а выполняет лишь различные грамматические функции, являясь показателем времени, лица, числа, залога и т. д. Само же действие выражается смысловыми глаголами:

He is sitting at the table now.
The house was built last month.

Он сидит за столом сейчас.
Дом был построен в прошлом месяце.

Оборот **there is (there are)**

В сочетании с вводным словом **there** глагол **to be** в личной форме образует оборот **there is (there are)** со значением «есть», «имеется», «находится».

Глагол **to be** в этом обороте может стоять в настоящем, прошедшем и будущем времени (**Present, Past, Future Indefinite**) и согласуется с последующим существительным.

На русский язык предложения с оборотом **there is (there are)** рекомендуется переводить начиная с обстоятельства места:

There is a bus in the street.
There is a book on the table.
There are two pens on the desk.
There is a man there.

На улице (есть, находится) автобус.
На столе книга.
На парте две ручки.
Там человек.

В вопросительной форме глагол **to be** ставится перед вводным словом **there**:

Is there a pencil in your bag?
Are there any cars in the street?

В твоём портфеле есть карандаш?
На улице стоят машины?

Для образования отрицательной формы отрицание **no** ставится после оборота **there is (there are)**:

There is no book on the table.
There are no buses in the street.

На столе нет книги.
На улице нет автобусов.

Однако в кратких отрицательных ответах используется отрицание **not**:

Is there a clock on the table?
No, there is not.
Are there any exercise-books in your bag?
No, there are not.

На столе есть часы?
Нет.
Есть ли у вас в портфеле тетради?
Нет.

Глагол **to have**

Формы глагола **to have** в настоящем времени (**Present Indefinite**)

Утвердительная форма	Вопросительная форма	Отрицательная форма	Вопросительно-отрицательная форма
I (you, we, they) have He (she, it) has	Have I? Has he?	I have not He has not	Have I not? Has he not?

Примечание: В отрицательной форме глагол **to have** может принимать отрицание **no**. Например: **I have no books.** У меня нет (никаких) книг. **No: I haven't the book.** У меня нет этой книги.

Глагол **to have** употребляется в качестве смыслового, вспомогательного и модального глагола (заменитель глагола **must** [mast] — должен).

1. В роли смыслового глагола **to have** соответствует в русском языке глаголам «иметь», «обладать», например:

I have a book.

У меня есть книга. (Я имею книгу.)

She has a watch.

У нее есть часы. (Она имеет часы.)

2. В роли вспомогательного глагола **to have** употребляется для образования времен группы **Perfect** в сочетании с причастием прошедшего времени (**Participle II**).

Глагол **to have** в этом случае самостоятельного значения не имеет, а выполняет лишь различные грамматические функции, являясь показателем времени, лица, числа и т. д. Само же действие выражается смысловым глаголом, в сочетании с которым он употребляется, например:

I have read this book.

Я прочел эту книгу.

He has bought a watch.

Он купил часы.

3. В роли модального глагола **to have** употребляется как заменитель глагола **must**, например:

You will have to come here again. Вам придется снова прийти сюда.

Модальные глаголы (Modal Verbs)

В английском языке имеется группа глаголов, которые называются модальными, или недостаточными. В эту группу входят глаголы:

can [kæn] могу, умею

may [meɪ] могу, мне позволено, разрешено

must [mast] должен

Недостаточными они называются потому, что имеют только некоторые личные формы и совсем не имеют неличных форм (инфинитива, причастий и герундия), а поэтому не имеют никаких сложных глагольных форм.

Ни один из этих глаголов не имеет окончания **-s** в 3-м лице единственного числа настоящего времени (**Present Indefinite**). Самостоятельно эти глаголы не употребляются. За ними всегда следует другой глагол в инфинитиве без частицы **to**:

I can speak English.

Я умею говорить по-английски.

You may sit down.

Вы можете сесть (я вам разрешаю).

Глагол **can**

Глагол **can** имеет две формы: 1) форму настоящего времени: **I can, he can**; 2) форму прошедшего времени: **I could, he could**.

Для выражения будущего времени или каких-либо других временных форм глагол **can** не употребляется, а употребляется выражение **be able to**:

He will be able to read English books in a month. Он сможет читать английские книги через месяц.

Глагол **can** выражает физическую или умственную способность совершения действия, а также умение совершить какое-либо действие:

She can run quickly.

Она может быстро бегать.

He can skate.

Он умеет кататься на коньках.

Can you play tennis?

Вы умеете играть в теннис?

Yes, I can.

Да.

No, I cannot.

Нет.

Глагол *may*

Глагол *may* имеет также две формы: 1) форму настоящего времени: *I may, he may*; 2) форму прошедшего времени: *I might, he might*.

Для выражения будущего времени или каких-либо других временных форм глагол *may* не употребляется, а употребляется выражение *be allowed to*:

Ann will be allowed to pass her exam in chemistry. Ане будет разрешено сдать экзамен по химии.

Глагол *may* имеет значение возможности совершения действия в зависимости от разрешения или вероятности его совершения:

<i>May I take the book?</i>	Можно мне взять книгу?
<i>Yes, you may.</i>	Да, можете (я разрешаю).
<i>No, you can't.</i>	Нет, нельзя.
<i>It may snow today.</i>	Возможно, сегодня будет снег.

Глагол *must*

Глагол *must* имеет только одну форму — настоящего времени: *I must, he must*.

<i>We must do our lessons every day.</i>	Мы должны делать уроки ежедневно.
<i>Must he go there?</i>	Должен он пойти туда?
<i>Yes, he must.</i>	Да.
<i>No, he needn't.</i>	Нет.

Для выражения прошедшего времени или будущего времени употребляется его заменитель — глагол *have to*:

<i>She had to do this work.</i>	Она должна была (ей пришлось) сделать эту работу.
<i>He will have to read this English book.</i>	Он должен будет (ему придется) читать эту английскую книгу.

Инфинитив (The Infinitive)

Как в русском, так и в английском языке инфинитив имеет свойства глагола и существительного.

Инфинитив обычно употребляется с частицей *to*.

Черты существительного

1. Инфинитив может быть подлежащим в предложении:

<i>To study well is your duty.</i>	Учиться хорошо — ваша обязанность.
<i>To speak English is not difficult.</i>	Говорить по-английски нетрудно.

2. Инфинитив может быть прямым дополнением:

<i>Our students like to read.</i>	Наши студенты любят читать.
<i>My sister asked me to go there with her.</i>	Моя сестра попросила меня пойти туда с ней.

3. Инфинитив может быть именной частью составного сказуемого:

<i>Your task is to study well.</i>	Ваша задача — учиться хорошо.
------------------------------------	-------------------------------

Черты глагола

1. За инфинитивом может следовать прямое дополнение:

<i>He likes to read English books.</i>	Он любит читать английские книги.
--	-----------------------------------

2. Инфинитив может определяться наречием:

They were surprised to see me so early. Они удивились, увидя меня так рано.

3. Инфинитив может быть частью составного глагольного сказуемого:

He must do his homework this evening. Он должен делать домашнее задание вечером.

Ann began to read English books. Аня начала читать английские книги.

Кроме того, инфинитив имеет еще и другие синтаксические функции.

1. Инфинитив может быть определением, заменяющим целое придаточное определительное предложение:

My friend has brought me an interesting book to read. Мой друг принес мне интересную книгу, которую я могу почитать.

2. Инфинитив может быть обстоятельством цели, заменяющим обстоятельство цели:

He gave me his pen to write a letter to Mike. Он дал мне ручку, чтобы я написал письмо Мише.

3. Инфинитив может входить в состав сложного дополнения:

I want you to come early today. Я хочу, чтобы ты пришла рано сегодня.

Герундий (The Gerund)

В английском языке есть неличная форма глагола, оканчивающаяся на -ing, которой нет в русском языке. Эта ing-форма называется the Gerund (герундий). Герундию присущи черты как глагола, так и существительного.

Черты существительного

1. Герундий употребляется в роли подлежащего или дополнения:

Reading is useful. Чтение полезно.
I like reading. Я люблю читать.

2. Герундий может иметь при себе определение, выраженное притяжательным местоимением или существительным:

We were pleased with Alec's coming. Мы были довольны, что пришел Алик (приходом Алика).

3. В роли определения или обстоятельства герундий всегда употребляется с предлогом:

I don't like his way of doing it. Мне не нравится, как он это делает.

Черты глагола

1. Герундий определяется наречием:

I like your speaking English so fast. Мне нравится, что вы так быстро говорите по-английски.

2. Герундий может иметь при себе прямое дополнение:

She likes reading French books. Она любит читать французские книги.

Как вы видите из предыдущих примеров, герундий переводится на русский язык существительным, глаголом в неопределенной форме или придаточным предложением.

Причастие настоящего времени (Present Participle, или Participle I)

Present Participle может быть образовано от любого глагола (кроме модальных и вспомогательных глаголов **shall** и **will**) путем прибавления окончания **-ing**, соответствующего русским окончаниям **-ащ(-ящий(ся))**, **-ущ(-ющий(ся))**:

standing — стоящий
turning — вращающийся
burning — горящий

Если глагол оканчивается на произносимое **e**, то при образовании **Present Participle** **e** опускается:

smile—smiling
write—writing

Если глагол состоит из одного слога, то при образовании **Present Participle** удваивается конечная согласная:

sit—sitting
run—running
swim—swimming

Present Participle участвует в образовании времен группы **Continuous** в сочетании с личными формами вспомогательного глагола **to be**:

They are drawing now.

Они чертят сейчас.

В предложении **Present Participle** может выступать в функции:

1) определения к существительному:

I like to see smiling faces.

Я люблю видеть улыбающиеся лица.

2) обособленного определения, заменяющего придаточное определительное предложение:

The boy sitting at the table is her brother.

Мальчик, сидящий за столом, ее брат.

(The boy who is sitting at the table is her brother.)

(Мальчик, который сидит за столом, ее брат.)

3) обстоятельства (в этих случаях английское причастие настоящего времени переводится русским деепричастием):

She went out smiling.

Она вышла улыбаясь.

Причастие прошедшего времени (Past Participle, или Participle II)

Форма **Past Participle** правильных глаголов образуется путем прибавления суффикса **-ed** к основной форме глагола, например:

decide — решать

decided — решенный

Форма **Past Participle** неправильных глаголов образуется особыми способами (см. таблицу неправильных глаголов на с. 357), например:

write — писать

written — написанный

Формы **Past Participle** наиболее употребительных глаголов вам нужно выучить.

Past Participle участвует в образовании времен группы **Perfect**, страдательного залога:

I have just got tickets to the cinema.
This article was written by my friend.

Я только что купил билеты в кино.
Эта статья была написана моим другом.

В предложении **Past Participle** может выступать в функции:

1) определения к существительному:

The **broken** cup was on the floor. Разбитая чашка лежала на полу.

2) обособленного определения, заменяющего придаточное определительное предложение:

Here is the letter **received** from Nick. Вот письмо, полученное от Коли.
(Here is the letter **which I received** from Nick yesterday.) (Вот письмо, которое я получил от Коли вчера.)

Предлоги (Prepositions)

Ввиду того, что в английском языке почти отсутствуют падежи, предлоги показывают не только отношения между существительными и другими частями речи, но и выполняют функцию падежных окончаний.

Запомните значения основных предлогов английского языка:

1. Предлог **of** выполняет функцию русского родительного падежа:

London is the capital **of** Great Britain. Лондон — столица Великобритании.

2. Предлог **to** выполняет функцию дательного падежа при выражении отношения глагола к дополнению:

I gave the pen **to** my brother. Я отдал ручку брату.

3. Предлог **about** соответствует форме предложного падежа:

He told me **about** that party. Он рассказал мне о том вечере.

4. Предлоги **by**, **with** выполняют функцию творительного падежа. **By** обозначает одушевленного деятеля, **with** — орудие действия:

We write **with** a pen. Мы пишем ручкой.
'Poltava' was written **by** Pushkin. «Полтава» была написана Пушкиным.

Помните, что один и тот же предлог может переводиться на русский язык по-разному. Например:

in

She was **in** the street.
We shall meet **in** a month.
The work was done **in** May.

Она была **на** улице.
Мы встретимся **через** месяц.
Работа была сделана **в** мае.

at

She was **at** the lesson.
I worked **at** my homework.
The teacher was **at** his desk when I came in.
At 7 o'clock we shall go to Sochi.

Она была **на** уроке.
Я работал **над** моим домашним заданием.
Учитель был **за** своим столом, когда я вошел.
В семь часов мы поедем в Сочи.

to

He goes **to** school in the morning.
"Come **to** the blackboard!" he said.
Today we shall go **to** the meeting.

Он ходит **в** школу утром.
«Подойди **к** доске!» — сказал он.
Сегодня мы пойдем **на** собрание.

Запомните значения следующих предлогов:

on [ɒn] на
above [ə'baʊv] над
under [ˈʌndə] под

into ['ɪntu] внутрь
out of [ˈaʊt'ɒv] изнутри
behind [bi'haɪnd] сзади

below [bi'lou] ниже
 in [in] внутри
 near [niə] около, возле
 to [tu:] указывает движение к предмету

before [bi'fɔ:] перед, до
 in front of [in'frʌnt'ɒv] перед
 from [frɒm] указывает движение от предмета

Порядок слов в английском предложении (Word Order)

В английском языке существует твердый порядок слов в предложении. Это объясняется тем, что в языке имеется очень небольшое количество грамматических окончаний и словообразовательных суффиксов и функция слова в предложении определяется его местом в предложении.

Необходимо запомнить следующий порядок слов для утвердительного предложения: на первом месте стоит подлежащее (с определяющими его словами), за ним следует сказуемое, за сказуемым — остальная часть предложения.

Подлежащее	Сказуемое	Остальная часть предложения
Kate	reads	English books.

В вопросительном предложении обратный порядок слов: сказуемое или часть сказуемого стоит перед подлежащим. Специальный вопрос начинается с вопросительного слова, а общий вопрос — со сказуемого или части сказуемого.

Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Остальная часть предложения
When Where What	do do did will	you you your friend you	speak learn do do	English? your English? yesterday? tomorrow?

Если глагол-сказуемое предложения стоит в одном из сложных времен действительного или страдательного залога, то при образовании вопросительной формы первый вспомогательный глагол занимает место перед подлежащим, например:

John has read this book.
 Has John read this book?

Отрицание **not** обычно ставится между вспомогательным и основным глаголом или после первого вспомогательного глагола в сложных глагольных формах, например:

I do not speak French.
 They have not seen the film yet.

Я не говорю по-французски.
 Они еще не видели этот фильм.

Прямое дополнение обычно стоит за сказуемым или за косвенным дополнением, например:

Take the book, please.
 Ann told me an interesting story.

Возьмите книгу, пожалуйста.
 Аня рассказала мне интересную историю (рассказ).

Определение чаще всего занимает место перед определяемым словом.
Обстоятельства могут следовать за дополнениями или стоять в начале предложения, например:

We shall play tennis tomorrow. Мы будем играть в теннис завтра.
In the morning we shall go to the park. Утром мы пойдем в парк.

Вопросительные предложения (Interrogative Sentences)

Наиболее распространенными типами вопросов в английском языке являются общие и специальные вопросы.

Общие вопросы (General Questions)

Общими вопросами называются вопросы, цель которых — получить от собеседника подтверждение или отрицание высказанной в вопросе мысли. Эти вопросы требуют утвердительного или отрицательного ответа (например, *yes* или *no*).

Общие вопросы, как правило, не содержат вопросительного слова. Они произносятся с повышающейся к концу предложения интонацией:

Are you a nurse?—Yes, I am.
Have you seen the film?—No, I haven't.

Разделительные вопросы ('Tail' Questions)

Особой разновидностью общих вопросов являются разделительные вопросы ('Tail' Questions), которые состоят из двух частей. Первая — повествовательное предложение в утвердительной или отрицательной форме, вторая — краткий общий вопрос, состоящий из подлежащего-местоимения и вспомогательного, или модального глагола, или глаголов *to be*, *to have* в зависимости от сказуемого первой части. Если первая часть утвердительная (когда ожидается ответ *yes*), то вторая — отрицательная; если первая часть отрицательная (когда ожидается ответ *no*), то вторая не содержит отрицания.

Первая часть разделительного вопроса произносится с понижающейся интонацией, вторая часть — с повышающейся. Подобные вопросы соответствуют в русском языке вопросам с вводными словами: «Не так ли?», «Не правда ли?», «Правда?». Разделительные вопросы весьма употребительны в разговорной речи:

She is here, isn't she? Она здесь, не так ли?
She isn't here, is she? Ее здесь нет, правда?
You will come, won't you? Ты придешь, не правда ли?

Jim doesn't play tennis, does he?
You don't have to go there now, do you?
Bob spoke English very well, didn't he?
Your brother can repair radio sets, can't he?
You have such a book, haven't you?

На разделительные вопросы обычно даются ответы с краткими утвердительными или отрицательными фразами:

Today is Monday, isn't it?—Yes, it is.
You don't like coffee, do you?—No, I don't.

Специальные вопросы (Special Questions)

Специальными вопросами называются такие вопросы, целью которых является не простое подтверждение или отрицание мысли, высказанной в вопросе, а получение какой-либо дополнительной информации:

What's your name?—My name is Pete.
Where are you going?—To the park.

Специальный вопрос ставится к какому-либо одному члену предложения. Он обязательно начинается с вопросительного слова, которое указывает, к какому именно члену предложения относится вопрос. Специальный вопрос произносится с понижающейся интонацией. Рекомендуем запомнить вопросительные слова, которые употребляются в специальных вопросах:

who [hu:]	кто?	
whom [hu:m]	кого? кому?	
whose [hu:z]	чей?	
what [wɒt]	что? какой?	
which [wɪtʃ]	который?	
when [wen]	когда?	
where [weə]	куда? где?	
why [waɪ]	почему?	
how [haʊ]	как?	
how many ['haʊ 'meni]	} сколько?	
how much ['haʊ 'mʌtʃ]		

Альтернативные вопросы (Alternative Questions)

Альтернативные (выборочные) вопросы состоят из двух частей, соединенных союзом *or*. Эти вопросы по форме совпадают с общими, но предусматривают выбор между двумя возможностями и требуют таких же ответов, как и специальные вопросы.

Первая часть таких вопросов произносится с повышающейся интонацией, вторая — с понижающейся:

Is this Ann or Kate?—Kate.

Do you like tea or coffee?—Tea.

Is this your book or mine?—It's yours.

Will you go to the theatre or to the cinema?—To the theatre.

Сложное дополнение (The Complex Object)

В английском языке существуют так называемые синтаксические комплексы, т. е. сочетания двух или нескольких слов, представляющие собой единое синтаксическое целое (один член предложения).

Наиболее распространенным синтаксическим комплексом является сложное дополнение (**the Complex Object**).

Каждый синтаксический комплекс состоит из именной части (существительного или местоимения) и глагольной части (инфинитива, герундия или причастия) и может быть развернут в целое придаточное предложение, где именная часть комплекса будет подлежащим, а глагольная — сказуемым.

Сложное дополнение может состоять из прямого дополнения и инфинитива:

I want you to visit me in the evening. Я хочу, чтобы вы навестили меня вечером.

Pete wants me to write the letter. Петя хочет, чтобы я написал это письмо.

После глаголов *see, hear, watch, make, feel, let* в сложном дополнении инфинитив употребляется без частицы *to*:

I saw him come into the house.
He heard me open the door.

Я видел, что он вошел в дом.
Он слышал, что я открыла дверь.

Сложное дополнение может также состоять из прямого дополнения и прича-
тия

I heard her singing an English song. Я слышал, как она пела английскую
песню.
He watched them playing in the garden. Он наблюдал за тем, как они играли
в саду.

Разница между ними заключается в следующем.

Сложное дополнение с инфинитивом обозначает однократное действие:

I heard her say these words. Я слышал, что она сказала эти слова.
We saw her run into the house. Мы видели, что она вбежала в дом.

Сложное дополнение с причастием настоящего времени подчеркивает процесс
протекания действия:

I saw her crossing the street. Я видел, как она переходила улицу.
I watched the children playing with Я наблюдал за тем, как дети играли
a ball. в мяч.

Сложное дополнение не имеет точного соответствия в русском языке и пере-
водится на русский язык дополнительным придаточным предложением с союзами
что, чтобы (если в сложное дополнение входит инфинитив) и как (если в сложное
дополнение входит причастие настоящего времени).

Таблица времен английского глагола

Действительный залог

Время Форма	Present настоящее)	Past (прошедшее)	Future (будущее)
Indefinite (неопределенная)	I work. I write.	I worked I wrote.	I shall work. I shall write.
Continuous (продолженная)	I am working. I am writing.	I was working. I was writing.	I shall be work- ing. I shall be writ- ing.
Perfect (совершенная)	I have worked. I have written.	I had worked. I had written.	I shall have worked. I shall have writ- ten.
Perfect Continuous (совершенная продолженная)	I have been work- ing. I have been writ- ing.	I had been work- ing. I had been writ- ing.	I shall have been working. I shall have been writing.

ТАБЛИЦА НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Infinitive	Past Indefinite	Past Participle (Participle II)
be [bi:]	was [wɒz], were [wə:]	been [bi:n]
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkn]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
can [kæn]	could [kʊd]	—
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]
cut [kʌt]	cut [kʌt]	cut [kʌt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamt [dremt]	dreamed [dri:md]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvɪn]
eat [i:t]	ate [et]	eaten ['i:tn]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvɪn]
go [gəʊ]	went [went]	gone [gɒn]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hold [həʊld]	held [held]	held [held]
keep [ki:p]	kept [kept]	kept [kept]
know [nəʊ]	knew [nju:]	known [nəʊn]
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]
leave [li:v]	left [left]	left [left]
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]
light [laɪt]	lit [lɪt]	lighted ['laɪtɪd]
lose [lu:z]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
may [meɪ]	might [maɪt]	—
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [put]	put [put]	put [put]
read [ri:d]	read [red]	read [red]

Infinitive	Past Indefinite	Past Participle (Participle II)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [sould]	sold [sould]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
smell [smel]	smelt [smelt]	smelt [smelt]
speak [spi:k]	spoke [spouk]	spoken ['spoukn]
spend [spend]	spent [spent]	spent [spent]
stand [stænd]	stood [stud]	stood [stud]
strike [straɪk]	struck [strʌk]	struck [strʌk]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tu:k]	taken ['teɪkn]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tell [tel]	told [tould]	told [tould]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stud]	understood [ˌʌndə'stud]
wake [weɪk]	woke [wouk]	woken ['woukn]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
weep [wi:p]	wept [wept]	wept [wept]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]

КРАТКИЕ УКАЗАНИЯ ПО ПЕРЕВОДУ С АНГЛИЙСКОГО ЯЗЫКА НА РУССКИЙ

При переводе с английского языка на русский помните следующее.

Сначала прочитайте заголовок и постарайтесь догадаться, о чем этот текст. После этого прочитайте весь текст, для того чтобы составить общее представление о нем. Далее читайте текст по абзацам и переводите на русский язык.

Если текст содержит новые слова, о значении которых трудно догадаться по контексту, пользуйтесь большим англо-русским словарем.

В словарях все слова даются в алфавитном порядке, при этом учитывается не только первая, но и вторая, третья, четвертая и последующие буквы. Чтобы быстро найти слово, необходимо хорошо знать английский алфавит.

Слово обычно сопровождается транскрипцией, с помощью которой можно правильно прочитать любое неизвестное английское слово, а затем идет буква или сочетание нескольких букв, указывающих на то, какой частью речи является данное слово. Например: *book n* (noun — имя существительное) или *with prep* (preposition — предлог). Эти сокращения приведены перед англо-русским словарем настоящего учебника (см. с. 360).

Слова в словаре даются в исходной, или основной, форме, то есть существительные даются в единственном числе, глаголы — в неопределенной форме и т. д. Таким образом, очень важно выяснить исходную форму слова, а затем уже искать ее в словаре. Например, в тексте вы встретили слово **remedies**. В такой форме в словаре его нет. Чтобы найти исходную форму (**remedy**), нужно отбросить окончание **-es** и заменить букву **i** на **y** (сравните: **city—cities**).

Если вам нужно найти значение слова **grabbed**, то сначала найдите его исходную форму (**grab**). Для этого вы отбрасываете **-ed** (окончание прошедшего времени или причастия прошедшего времени) и букву **b**, которая появилась в результате удвоения конечной согласной для сохранения краткости чтения гласных (сравните: **stop—stopped**).

В англо-русских словарях используется ряд знаков, знание которых облегчит вашу работу со словарем. Так, знак **~** (тильда) в примерах заменяет заглавное слово в тех случаях, когда дается производная форма. Например: **read; ~ -ing, -er** следует читать соответственно **reading, reader**. Знак **≅** означает, что данный русский эквивалент наиболее близко передает значение английского выражения.

После знака **◇** приводятся фразеологические единства и словосочетания, не имеющие прямой связи с приведенными значениями. Например: **◇ hand and glove with** — в близких, приятельских отношениях.

Известно, что слова в английском языке, так же как и в русском, могут иметь не одно, а несколько значений, поэтому при выборе нужного для данного контекста значения слова необходимо исходить из общего содержания текста, абзаца и предложения.

АНГЛО-РУССКИЙ СЛОВАРЬ

Словарь включает все слова и выражения, встречающиеся в учебнике.

В словарь не вошли личные, притяжательные и возвратные местоимения, интернациональные слова, а также ряд слов из текстов, предназначенных для перевода с использованием большого англо-русского словаря.

Цифра, стоящая после слова или выражения, указывает номер урока, в котором оно появляется впервые.

Если слова и выражения имеют только один индекс, то это означает, что все они встречаются в одном и том же уроке.

Формы глаголов прошедшего времени и причастия прошедшего времени приводятся при неопределенной форме в скобках, например: **take (took, taken)**. Если в скобках дана одна форма, то это значит, что обе формы совпадают, например: **leave (left)**. Каждая из этих форм, кроме того, приводится как самостоятельное слово на своем алфавитном месте со ссылкой на неопределенную форму. Например: **went см. go**.

Сокращения

- a* — adjective [ˈædʒɪktɪv] — прилагательное
adv — adverb [ˈædvəb] — наречие
conj — conjunction [kənˈdʒʌŋkʃn] — союз
n — noun [naɪn] — существительное
num — numeral [ˈnju:mərəl] — числительное
pl — plural [ˈplʊərəl] — множественное число
prep — preposition [ˌprepəˈzɪʃn] — предлог
pron — pronoun [ˈprəʊnaɪn] — местоимение
v — verb [vəb] — глагол

А

- able** [ˈeɪbl] *a* 51 способный, умелый
be able уметь, быть в состоянии
about [əˈbaʊt] *prep* 27 о; *adv* около, приблизительно
absent [ˈæbsənt] *a* 15: **be absent** отсутствовать
achieve [əˈtʃi:v] *v* 37 достигать
achievement *n* 37 достижение; выполнение
across [əˈkrɒs] *prep* 45 через
action [ˈækʃn] *n* 49 действие

- active** [ˈæktɪv] *a* 35 активный
activity *n* 38 активность
actor [ˈæktə] *n* 26 актер, артист
add [æd] *v* 50 добавлять, прибавлять
administrative [ədˈmɪnɪstrətɪv] *a* 53 административный
admit [ədˈmɪt] *v* 51 соглашаться
afraid *a*: **be afraid** 20 бояться
after [ˈɑːftə] *prep* 16 по; после; за, позади
after school после школы (уроков)
run after somebody бежать за кем-либо
name something after ... называть что-либо по (в честь)

afternoon [ˈɑːftəˈnuːn] *n* 16 время после полудня
again [əˈgeɪn] *adv* 31 снова, опять
against [əˈgeɪnst] *prep* 39 против
age [eɪdʒ] *n* 34 возраст
ago [əˈɡəʊ] *adv* 22 тому назад
long ago давно
agree [əˈɡriː] *v* 42 соглашаться
agriculture [ˈæɡrɪkəltsʃə] *n* 37 сельское хозяйство
agronomist [əɡˈrɒnəmɪst] *n* 8 агроном
air [eə] *n* 31 воздух
airplane [ˈeəpleɪn] *n* 25 самолет
alarm-clock [əˈlɑːmˈklɒk] *n* 16 будильник
all [ɔːl] *pron* 13 весь, вся, всё, все
not at all 14 совсем не
almost [ˈɔːlməʊst] *adv* 42 почти
along [əˈlɒŋ] *prep* 40 вдоль, по
along the street по улице
already [ɔːlredɪ] *adv* 32 уже
also [ˈɔːlsəʊ] *adv* 37 тоже, также
always [ˈɔːlwəz] *adv* 13 всегда
among [əˈmɒŋ] *prep* 44 среди
amuse [əˈmjuːz] *v* 37 забавлять, развлекать
amusement *n* 37 развлечение, забава
and [ænd, ənd] *conj* 8 и, а
angry [ˈæŋɡri] *a* 40: **be angry** сердиться
get angry рассердиться
animal [ˈænɪməl] *n* 36 животное
anniversary [ˌænɪˈvɜːsəri] *n* 44 годовщина
another [əˈnʌðə] *pron* 5 другой
with one another друг с другом
answer [ˈɑːnsə] *n* 12 ответ; *v* отвечать
any [ˈeni] *pron* 10 какой-нибудь, сколько-нибудь (*в вопр. предл.*); никакой (*в отриц. предл.*); всякий, любой (*в утверд. предл.*)
anybody [ˈeniˌbɒdi] *pron* 21 кто-нибудь (*в вопр. предл.*); никто (*в отриц. предл.*); любой (*в утверд. предл.*)
anyone [ˈeniwʌn] *pron* 21 кто-нибудь (*в вопр. предл.*); никто (*в отриц. предл.*); любой (*в утверд. предл.*)
anything [ˈeniθɪŋ] *pron* 21 что-нибудь (*в вопр. предл.*); ничто (*в отриц. предл.*); что угодно, все (*в утверд. предл.*)
anywhere [ˈeniweə] *adv* 21 где-нибудь, куда-нибудь (*в вопр. предл.*); никуда (*в отриц. предл.*); где угодно, везде, куда угодно (*в утверд. предл.*)
apparatus [ˌæpəˈreɪtəs] *n* 50 прибор; инструмент
appear [əˈpɪə] *v* 27 появляться
appearance *n* 49 появление
apple [ˈæpl] *n* 37 яблоко
appoint [əˈpɔɪnt] *v* 53 назначать, определять

April [ˈeɪprəl] *n* 17 апрель
apron [ˈeɪprən] *n* 28 фартук, передник
arm [ɑːm] *n* 20 рука
arm-chair [ˈɑːmˈtʃeə] *n* 19 кресло
arms *n* 49 оружие
arms race гонка вооружений
arrive [əˈraɪv] *v* 27 прибывать, приезжать
art [ɑːt] *n* 38 искусство
article [ˈɑːtɪkl] *n* 49 статья
artist [ˈɑːtɪst] *n* 34 художник
as [æz, əz] *adv* 17 как; в качестве; как например
as ... as 17 так же ... как, такой же ... как
as soon as 40 как только
ask [ɑːsk] *v* 12 спрашивать; просить
at [æt, ət] *prep* 8 в, у, при, на
at school в школе
at the desk за столом, за партой
at the blackboard у доски
at the bus-stop на автобусной остановке
at the meeting на собрании
at 5 o'clock в пять часов
at each other друг на друга
at last 31 наконец
at night ночью
at once 48 сразу же, тотчас
ate [et] *cm.* eat
atomic [əˈtɒmɪk] *a* 50 атомный
atomic energy атомная энергия
August [ˈɔːɡəst] *n* 17 август
author [ˈɔːðə] *n* 32 автор
autumn [ˈɔːtəm] *n* 17 осень
in autumn осенью
away [əˈweɪ] *adv* 22 прочь
far away далеко
go away уезжать, уходить
run away убежать
take away убирать, уносить

В

baby [ˈbeɪbi] *n* 36 маленький ребенок, малыш; *a* небольшой
back [bæk] *adv* 21 назад, обратно
be back возвращаться
bad [bæd] *a* 17 плохой
badly [ˈbædli] *adv* плохо
bag [bæg] *n* 9 портфель; сумка
ball [bɔːl] *n* 23 мяч; шар
bank [bæŋk] *n* 37 берег (*реки*)
basket-ball [ˈbɑːskɪtbɔːl] *n* 35 баскетбол
bathroom [ˈbɑːθruːm] *n* 19 ванная (*комната*)
battle [ˈbætl] *n* 39 битва, сражение; *v* биться, бороться
be [biː] (*was/were, been*) *v* 1 быть, существовать; находиться; являться,

представлять собой; *вспомогательный глагол для образования времен группы Continuous и пассивной формы*
 be back возвращаться
 be on: What's on? Что идет?
 be over кончаться, оканчиваться
 beat [bi:t] (beat, beaten) *v* 40 бить
 beautiful ['bju:təfəl] *a* 19 красивый, прекрасный
 became [br'keɪm] *см.* become
 because [br'kɔ:z] *сj* 20 потому что, так как
 become [br'kʌm] (became, become) *v* 33 делаться, становиться
 bed [bed] *n* 19 кровать, постель
 be in bed лежать в постели
 go to bed ложиться спать
 stay in bed оставаться в постели
 bedroom ['hedrʊm] *n* 19 спальня
 bee [bi:] *n* 36 пчела
 been [bi:n] *см.* be
 before [br'fɔ:] *adv* прежде, раньше; *prep* 16 перед, до, *сj* прежде чем, до того как, перед тем как
 began [br'gæn] *см.* begin
 begin [br'ɪn] (began, begun) *v* 17 начинать(ся)
 begun [br'ɪn] *см.* begin
 behind [br'haɪnd] *adv* сзади; *prep* 19 позади
 believe [br'li:v] *v* 32 верить
 bell [bel] *n* 46 колокольчик; звонок
 berry ['berɪ] *n* 37 ягода
 best [best] *a* 17 (превосходная степень от good, well) наилучший, самый хороший; *adv* лучше всего
 better ['betə] *a* 17 (сравнительная степень от good, well) лучший, лучше; *adv* лучше, более
 between [br'twɪn] *prep* 23 между
 bicycle ['baɪsɪkl] *n* 25 велосипед
 big [bɪg] *a* 19 большой, крупный; взрослый
 biology [baɪ'ɒlədʒɪ] *n* 15 биология
 bird [bɜ:d] *n* 36 птица
 birthday ['bɜ:θdeɪ] *n* 29 день рождения
 biscuit ['bɪskɪt] *n* 29 сухое печенье
 black [blæk] *a* 15 черный
 blackboard ['blækbrɔ:d] *n* 9 классная доска
 blew [blu:] *см.* blow
 blouse [blaʊz] *n* 28 блузка
 blow [bləʊ] (blew, blown) *v* 31 дуть
 blown [bləʊn] *см.* blow
 blue [blu:] *a* 15 голубой; синий
 boat [bəʊt] *n* 27 лодка
 body ['bɒdi] *n* 30 тело; туловище
 boil [bɔɪl] *v* 27 варить; кипятить
 book [buk] *n* 9 книга
 bored [bɔ:d] *a* 36: be bored скучать

born [bɔ:n] *a* 29: be born родиться
 both [bəʊθ] *pron* 25 оба
 both ... and ... 26 как ... так и ...
 bottom ['bɒtəm] *n* 43 дно; нижняя часть
 go to the bottom пойти ко дну
 at the bottom внизу
 from the bottom of the heart от всей души
 bought [bɔ:t] *см.* buy
 box [bɒks] *n* 9 ящик; коробка; 35 бокс
 boy [bɔɪ] *n* 13 мальчик; парень
 brave [breɪv] *a* 54 смелый
 bread [bred] *n* 30 хлеб
 break [breɪk] (broke, broken) *v* 33 ломать, разбивать; *n* перерыв
 lunch break перерыв на обед
 breakfast ['breɪkfəst] *n* 18 завтрак
 at breakfast за завтраком
 for breakfast на завтрак
 have breakfast завтракать
 bridge [brɪdʒ] *n* 45 мост
 bright [braɪt] *a* 17 яркий; блестящий; ясный
 bring [brɪŋ] (brought) 29 приносить, привозить, приводить
 bring up 40 воспитывать
 broad [brɔ:d] *a* 53 широкий
 broaden ['brɔ:dn] *v* расширять(ся)
 broke [brəʊk] *см.* break
 broken ['brəʊkn] *см.* break
 bronze [brɒnz] *n* 35 бронза; *a* бронзовый
 brother ['brʌðə] *n* 5 брат
 brought [brɔ:t] *см.* bring
 brown [braʊn] *a* 15 коричневый
 build [bɪld] (built) *v* 37 строить
 building ['bɪldɪŋ] *n* 25 здание
 built [bɪlt] *см.* build
 burn [bɜ:n] (burnt) *v* 45 гореть
 burn down сжигать дотла; догорать
 burnt [bɜ:nt] *см.* burn
 bus [bʌs] *n* 11 автобус
 bush [bʊʃ] *n* 51 куст
 business ['bɪznɪs] *n* 26 дело, занятие
 businessman ['bɪznɪsmən] *n* делец, бизнесмен
 busy ['bɪzi] *a* 14: be busy быть занятым
 but [bʌt, bət] *сj* 10 но, а, однако
 butter ['bʌtə] *n* 30 масло
 buy [baɪ] (bought) *v* 29 покупать
 by [baɪ] *prep* 35 у, при, около; вдоль; через, посредством
 by the fire у камина
 by 5 o'clock к пяти часам
 by bus на автобусе, автобусом
 by the hand за руку
 a story by Conan Doyle рассказ Конана Дойла
 by name по имени

С

- cabbage ['kæbɪdʒ] *n* 30 капуста
 cake [keɪk] *n* 29 торт; пирожное
 call [kɔ:l] *v* 20 звать; называть
 camera ['kæmərə] *n* 22 фотоаппарат
 camp [kæmp] *n* 43 лагерь
 go camping выезжать на свежий воздух
 can [kæn, kən] (could) *v* 20 уметь, мочь
 cap [kæp] *n* 28 шапка; кепка; фуражка
 capital ['kæpɪtl] *n* 26 столица; капитал
 car [kɑ:] *n* 10 автомобиль, машина
 care [keə] *n* 35: take care заботиться
 careful ['keəfʊl] *a* заботливый
 carrot ['kærət] *n* 30 морковь
 carry ['kæri] *v* 9 нести; везти
 carry out 38 выполнять, осуществлять
 cat [kæt] *n* 36 кошка; кот
 catch [kætʃ] (caught) *v* 31 ловить; хватать
 catch cold простудиться
 cattle ['kætl] *n* 38 крупный рогатый скот
 cattle-breeding разведение крупного рогатого скота
 caught [kɔ:t] *см.* catch
 ceiling ['si:lɪŋ] *n* 15 потолок
 celebrate ['selɪbreɪt] *v* 44 (от)праздновать
 centre ['sentə] *n* 26 центр
 century ['sentʃuri] *n* 43 столетие; век
 certainly ['sætʃnli] *adv* 13 конечно, определенно
 chair [tʃɛə] *n* 9 стул
 chalk [tʃɔ:k] *n* 9 мел
 champion ['tʃæmpjən] *n* 35 чемпион
 championship *n* 35 чемпионат, первенство (*о спорте*)
 chance [tʃɑ:ns] *n* 41 шанс, возможность
 have a chance иметь возможность
 change [tʃeɪndʒ] *v* 31 менять(ся), изменять(ся); *n* замена
 character ['kæriktə] *n* 51 персонаж, действующее лицо
 cheese [tʃi:z] *n* 29 сыр
 chemical ['kemɪkəl] *a* 50 химический
 chemicals *n* химикаты
 chemist ['kemɪst] *n* 48 химик
 chemistry ['kemɪstri] *n* 15 химия
 chess [tʃes] *n* 38 шахматы
 chicken ['tʃɪkɪn] *n* 36 цыпленок
 child [tʃaɪld] (*pl* children) *n* 13 ребенок
 children ['tʃɪldrən] *pl* *от* child
 choose [tʃu:z] (chose, chosen) *v* 35 выбирать
 chose [tʃouz] *см.* choose
 chosen ['tʃouzn] *см.* choose
 cinema ['sɪnəmə] *n* 26 кино
 city ['sɪti] *n* 25 город
- class [klɑ:s] *n* 15 класс (*группа учащихся*)
 classmate ['klɑ:smet] *n* одноклассник
 classroom ['klɑ:sgru:m] *n* класс, классная комната
 clean [kli:n] *v* 9 чистить, очищать; *a* чистый
 clear [kliə] *a* 52 ясный, чистый
 clerk [klɑ:k] *n* 8 служащий
 clever ['klevə] *a* 40 умный; ловкий
 climate ['klaɪmɪt] *n* 31 климат
 climb [klaɪm] *v* 43 взбираться, влезать; *n* подъем, восхождение
 climber ['klaɪmɪtə] *n* альпинист; выходящее растение
 clock [klɒk] *n* 16 часы (*настольные, башенные, стенные*)
 close [kləʊs] *adv* 47 близко
 close to около
 close by рядом
 clothes [klaʊðz] *n* 28 одежда
 cloud [klaʊd] *n* 31 облако
 club [klʌb] *n* 14 клуб
 coal [kəʊl] *n* 43 уголь
 coat [kəʊt] *n* 28 пальто
 cock [kɒk] *n* 36 петух
 coffee ['kɒfi] *n* 29 кофе
 cold [kəʊld] *a* 15: be cold замерзнуть; *n* холод
 collect [kə'lekt] *v* 32 собирать, коллекционировать
 collection *n* коллекция
 collective [kə'lektɪv] *a* 7 коллективный
 collective farm колхоз
 collective farmer колхозник
 colonial [kə'ləʊnjəl] *a* 49 колониальный
 colonialism [kə'ləʊnjəlɪzəm] *n* 49 колониализм
 colonialist [kə'ləʊnjəlɪst] *n* 49 колонист
 colony ['kɒləni] *n* 36 колония
 colour ['kʌlə] *n* 15 цвет, окраска
 combination [kəm'beɪnɪʃn] *n* сочетание
 word-combination словосочетание
 combine [kəm'baɪn] *v* соединять
 come [kʌm] (came, come) *v* 14 приходить, приезжать
 come back возвращаться
 come in входить
 come out выходить
 comedy ['kɒmɪdi] *n* 26 комедия
 comfortable ['kʌmfətəbl] *a* 53 удобный
 commercial [kə'mɜ:ʃjəl] *a* 26 торговый, коммерческий
 common ['kɒmən] *a* 53 общий, простой
 communist ['kɒmjunist] *a* 30 коммунистический; *n* коммунист
 the Communist Party Коммунистическая партия

competition [ˌkɒmpɪˈtɪʃn] *n* 44 соревнование, конкурс
 complete [kəmˈplɪt] *v* заканчивать, завершать; *a* полный
 comrade [ˈkɒmɪd] *n* 53 товарищ
 comprise [kəmˈpraɪz] *v* 35 включать, содержать
 concert [ˈkɒnsət] *n* 37 концерт
 conclusion [kənˈklʊʒn] *n* 48 заключение
 conquer [ˈkɒŋkə] *v* 39 завоевывать, покорять
 conquest [ˈkɒŋkwɛst] *n* завоевание, покорение
 consist [kənˈsɪst] *v* 19 состоять
 constitution [ˌkɒnstɪˈtjuːʃn] *n* конституция
 the Day of the Soviet Constitution
 День Конституции
 contain [kənˈteɪn] *v* 39 содержать, вмещать
 content(s) [ˈkɒntent(s)] *n* 53 содержание
 cook [kʊk] *v* 19 готовить; *n* повар
 copy [ˈkɒpi] *v* переписывать; *n* 32 копия, экземпляр
 correct [kəˈrekt] *a* правильный
 cosmic [ˈkɒzɪk] *a* 49 космический
 cosmic space 52 космическое пространство
 cosmonaut [ˈkɒzmənɔːt] *n* 52 космонавт
 cotton [ˈkɒtn] *n* 42 хлопок; *a* хлопчатобумажный
 could [kʊd] *см.* can
 count [kaʊnt] *v* 45 считать
 country [ˈkʌntri] *n* 17 страна; деревня
 in the country за городом
 country-side 48 сельская местность
 cover [ˈkʌvə] *v* 31 покрывать, закрывать
 cow [kaʊ] *n* 36 корова
 cream [kriːm] *n* 30 сливки
 create [kriːˈeɪt] *v* 37 творить, создавать
 crop [krɒp] *n* 37 посев; урожай
 cross [krɒs] *v* 47 пересекать
 cry [kraɪ] *v* 40 кричать; восклицать; плакать
 culture [ˈkʌltʃə] *n* 34 культура
 cup [kʌp] *n* 30 чашка
 cut [kʌt] (*cut*) *v* 38 резать, разрезать

D

daily [ˈdeɪli] *a* 32 ежедневный
 dance [dɑːns] *v* 13 танцевать; *n* танец
 dark [dɑːk] *a* 31 темный
 daughter [ˈdɔːtə] *n* 19 дочь
 day [deɪ] *n* 14 день
 one day однажды
 dead [ded] *a* 45 мертвый
 dear [dɪə] *a* 26 дорогой
 death [deθ] *n* 33 смерть
 December [dɪˈsembə] *n* 17 декабрь

decide [dɪˈsaɪd] *v* 27 решать
 decrease [ˈdɪkriːs] *n* 37 уменьшение;
 [dɪˈkriːs] *v* уменьшать, сокращать
 deep [diːp] *a* 42 глубокий
 defence [dɪˈfens] *n* 51 защита
 self-defence самозащита
 defend [dɪˈfend] *v* 51 защищать
 degree [dɪˈɡriː] *n* 50 степень; градус
 delegate [ˈdelɪɡeɪt] *n* 44 делегат; [ˈdelɪ-
 ɡeɪt] *v* делегировать; уполномочивать
 demand [dɪˈmɑːnd] *v* 49 требовать; *n*
 требование
 demonstrate [ˈdemənstreɪt] *v* 48 демон-
 стрировать, показывать
 depend [dɪˈpend] *v* 28 зависеть
 describe [dɪsˈkraɪb] *v* 34 описывать
 desk [desk] *n* 9 парта; письменный стол
 destroy [dɪsˈtrɔɪ] *v* 45 разрушать; унич-
 тожать
 determine [dɪˈtɜːmɪn] *v* 48 определять
 develop [dɪˈveləp] *v* 36 развивать(ся)
 development [dɪˈveləpmənt] *n* развитие
 devote [dɪˈvəʊt] *v* 35 посвящать
 devoted [dɪˈvəʊtɪd] *a* преданный
 did [dɪd] *см.* do
 die [daɪ] *v* 26 умирать
 different [ˈdɪfrənt] *a* 18 различный
 difficult [ˈdɪfɪkəlt] *a* 23 трудный; за-
 труднительный
 dining-room [ˈdaɪnɪŋruːm] *n* 19 столовая
 dinner [ˈdɪnə] *n* 18 обед
 have dinner обедать
 cook dinner готовить обед
 direction [dɪˈrekʃn] *n* 27 направление
 disappear [ˌdɪsəˈpiə] *v* 1 исчезать
 discover [dɪsˈkʌvə] *v* 47 открывать
 discovery [dɪsˈkʌvəri] *n* открытие
 discuss [dɪsˈkʌs] *v* 49 обсуждать
 distance [ˈdɪstəns] *n* 35 расстояние
 distinguish [dɪsˈtɪŋɡwɪʃ] *v* 52 разли-
 чать(ся)
 do [duː] (*did, done*) *v* 12 делать, выпол-
 нять; *вспомогательный глагол для*
образования вопросительной и отри-
цательной форм Present и Past Indef-
inite
 do homework делать домашнее зада-
 ние
 do away with 49 покончить
 doctor [ˈdɒktə] *n* 8 доктор, врач
 dog [dɒg] *n* 36 собака
 done [dʌn] *см.* do
 door [dɔː] *n* 19 дверь
 draw [drɔː] (*drew, drawn*) *v* 47 рисовать;
 чертить
 drawing *n* рисование; черчение
 drawn [drɔːn] *см.* draw
 dream [driːm] (*dreamt, dreamed*) *v* 45
 видеть сон; мечтать; *n* сон; мечта
 dreamt [dremt] *см.* dream

dress [dres] *n* 18 платье; *v* одевать(оя)
 drew [dru:] *см.* draw
 drink [driŋk] (**drank, drunk**) *v* 20 пить
 drive [draiv] (**drove, driven**) *v* управлять
 (машинной); править (лошадьми)
 driver *n* 7 шофер, водитель
 driven ['drivn] *см.* drive
 drove [drouv] *см.* drive
 drunk [drʌŋk] *см.* drink
 duck [dʌk] *n* 36 утка
 during ['djuəriŋ] *prep* 35 во время,
 в течение
 duster ['dʌstə] *n* 9 тряпка
 duty ['dju:ti] *n*: be on duty дежурить

Е

each [i:tʃ] *pron* 25 каждый
 each other 2 друг друга
 ear [iə] *n* 20 ухо
 early ['ɜ:li] *adv* 27 рано
 earn [ɜ:n] *v* 48 зарабатывать
 east [i:st] *n* 26 восток
 in the east на востоке
 easy ['i:zi] *a* 23 легкий
 eat [i:t] (**ate, eaten**) *v* 18 есть
 eaten ['i:tn] *см.* eat
 effort ['efət] *n* 44 усилие
 egg [eg] *n* 30 яйцо
 eight [eit] *num* 8 восемь
 either ... or ['aɪðə ... ɔ:] *conj* 25 или ... или
 electric [i'lektɪk] *a* 42 электрический
 electric current 48 электрический ток
 electricity [i,lek'trɪsɪti] *n* 48 электриче-
 ство
 elementary [ˌelɪ'mentəri] *a* 51 началь-
 ный, элементарный
 else [els] *adv* 43 еще (с неопределенными
 и вопросительными местоимениями)
 end [end] *v* 17 кончатся; *n* конец
 enemy ['eni:mi] *n* 51 враг
 energy ['enədʒi] *n* 48 энергия
 engage [ɪn'geɪdʒ] *v* 37 нанимать; зани-
 мать
 engine ['endʒɪn] *n* 48 машина; мотор;
 двигатель
 engineer [ˌendʒɪ'niə] *n* 48 инженер
 English ['ɪŋɡlɪʃ] *n* 10 английский язык;
a английский
 the English англичане
 enjoy [ɪn'dʒɔɪ] *v* 31 наслаждаться, по-
 лучать удовольствие
 enough [ɪ'nʌf] *adv* 27 достаточно; *a*
 достаточный
 enter ['entə] *v* 37 входить; поступать
 в учебное заведение
 equal ['i:kwəl] *a* 49 равный
 equality [i:'kwɔ:lɪti] *n* 49 равенство
 establish [ɪs'tæblɪʃ] *v* 55 основывать,
 учреждать

even ['i:vən] *adv* 34 даже
 evening ['i:vniŋ] *n* 16 вечер
 event [i'vent] *n* 37 случай; событие
 ever [i'evə] *adv* 32 когда-либо, когда-
 нибудь
 every ['evri] *pron* 14 каждый
 everybody ['evribɔ:di] *pron* 21 все, каж-
 дый
 everyone ['evriwʌn] *pron* 21 все, каждый
 everything ['evriθɪŋ] *pron* 21 всё
 everywhere ['evriweə] *adv* 21 везде, по-
 всюду
 evolution [ˌi:və'lu:ʃən] *n* 48 эволюция,
 развитие
 examination [ˌɪɡ.zæmɪ'neɪʃn] (*сокр.*
 exam) *n* 37 экзамен
 example [ɪg'zɑ:mpl] *n* 25 пример
 exercise ['eksəsaɪz] *n* 12 упражнению
 do morning exercises делать утрен-
 нюю зарядку
 exercise-book *n* 9 тетрадь
 exhibition [ˌeksɪ'bɪʃn] *n* 38 показ; вы-
 ставка
 exist [ɪg'zɪst] *v* 53 существовать
 experiment [ɪks'perɪmənt] *n* 48 экспери-
 мент, опыт
 explain [ɪks'pleɪn] *v* объяснять
 express [ɪks'pres] *v* 45 выражать
 expression [ɪks'preʃn] *n* 45 выражение
 extend [ɪks'tend] *v* 55 протягивать;
 удлинять; продолжать(ся)
 extremely [ɪks'tri:mli] *adv* 53 крайне,
 чрезвычайно
 eye [aɪ] *n* 20 глаз

Ф

face [feɪs] *n* 20 лицо
 factory ['fæktəri] *n* 18 фабрика; завод
 fail [feɪl] *v* 54 потерпеть неудачу; про-
 валиться на экзаменах
 fall [fɔ:l] (**fell, fallen**) *v* 31 падать
 fall in love with ... влюбиться в ...
 fallen ['fɔ:lən] *см.* fall
 family ['fæmɪli] *n* 18 семья
 famous ['feɪməs] *a* 32 знаменитый, из-
 вестный
 fan [fæn] *n* 23 болельщик
 far [fɑ:] *adv* 13 далеко
 farm [fɑ:m] *n* 7 ферма
 farmer ['fɑ:mə] *n* 7 фермер
 fashion ['fæʃn] *n* 51 мода; стиль
 fast [fɑ:st] *a* 20 быстрый
 fat [fæt] *a* 11 жирный; толстый
 father ['fɑ:ðə] *n* 5 отец
 February ['februəri] *n* 17 февраль
 fed [fed] *см.* feed
 feed [fi:d] (**fed**) *v* 36 кормить(ся); пи-
 тать(ся)

feel [fi:l] (felt) *v* 45 чувствовать; чувствовать себя
feet [fi:t] *pl om foot*
fell [fel] *см. fall*
felt [felt] *см. feel*
festival ['festivəl] *n* 37 празднество; фестиваль
few [fju:] *c* 10 мало (*об исчисляемых существительных*)
a few несколько
field [fi:ld] *n* 17 поле; отрасль
fifth [fi:fθ] *num* 5 пятый
fight [fait] (fought) *v* 39 бороться, драться; *n* борьба сражение
film [fil:m] *n* 24 фильм
find [faɪnd] (found) *v* 21 находить
find out 47 узнавать
fine [faɪn] *a* 22 изящный; прекрасный; хорошего качества
finish ['fɪnɪʃ] *v* 20 кончать; *n* конец; финиш
fire ['faɪə] *n* 31 огонь; костер
make a fire разжечь костер
be on fire гореть
first [fɜ:st] *num* 1 первый
fish [fɪʃ] *n* 30 рыба
five [faɪv] *num* 5 пять
fix [fɪks] *v* 45 укреплять; закреплять
flag [flæɡ] *n* 15 флаг
flat [flæt] *n* 19 квартира; *a* 42 плоский, ровный
flew [flu:] *см. fly*
flight [flaɪt] *n* 52 полет
float [flaʊt] *v* 52 плавать, держаться на поверхности; *n* плот, паром
floor [flɔ:] *n* 15 пол
flow [fləʊ] *n* 36 течение; поток; *v* течь
flower ['flaʊə] *n* 19 цветок
flowerbed клумба
flown [flaʊn] *см. fly*
fly [flaɪ] *n* 36 муха; (flew, flown) *v* 45 летать
fog [fɒɡ] *n* 31 туман
follow ['fɒləʊ] *v* 27 следовать
fond [fɒnd] *a* 35 : *be fond of* увлекаться
food [fu:d] *n* 19 еда
foot [fʊt] (*pl feet*) *n* 20 ступня; нога (*ниже щиколотки*)
on foot 25 пешком
football ['fʊtbɔ:l] *n* 23 футбол
for [fɔ:] *prep* 11 для, ради; за; из-за; в течение
for me для меня
for dinner 30 на обед
send for a doctor послать за доктором
for an hour 22 в течение часа
for next time к следующему разу
force [fɔ:s] *n* 52 сила
force of gravity сила притяжения
forest ['fɒrɪst] *n* 27 лес

forget [fə'get] (forgot, forgotten) *v* 28 забывать
forgot [fə'gɒt] *см. forget*
forgotten [fə'gɒtn] *см. forget*
fork [fɔ:k] *n* 30 вилка; вилы
form [fɔ:m] *n* 18 класс (*ступень обучения в школе*); *v* формировать, образовывать, составлять
fortress ['fɔ:trɪs] *n* 45 крепость
four [fɔ:] *num* 4 четыре
free [fri:] *a* 14 свободный
freedom *n* 49 свобода
French [frentʃ] *n* 10 французский язык; *a* французский
fresh [freʃ] *a* 31 свежий
Friday ['fraɪdɪ] *n* 14 пятница
friend [frend] *n* 10 друг; товарищ
frighten ['fraɪtn] *v* 51 пугать
be (get) frightened испугаться
from [frəm, frɒm] *prep* 11 от, из, с; по
from Moscow из Москвы
from my friend от моего друга
from school из школы
from the table со стола
from 1970 с 1970 года
from time to time 35 время от времени
front¹ [frʌnt] *n* 19: *in front of* перед
front² [frʌnt] *a* 41 передний; *n* фронт
frost [frɒst] *n* 31 мороз
fruit [fru:t] *n* 17 фрукты; плоды
fry [fraɪ] *v* 30 жарить
full [fʊl] *a* 21 полный

G

game [geɪm] *n* 31 игра
indoor games игры в помещении
outdoor games игры на свежем воздухе
garden ['gɑ:dn] *n* 19 сад
gather ['gæðə] *v* 36 собирать
gave [geɪv] *см. give*
geese [gi:s] *pl om goose*
general ['dʒenərəl] *a* 39 общий
generate ['dʒenəreɪt] *v* 48 порождать; производить
generation [dʒenə'reɪʃn] *n* 50 порождение; генерация
geography [dʒɪ'ɒgrəfi] *n* 15 география
German ['dʒɜ:mən] *n* 10 немецкий язык; *a* немецкий
get [get] (got) *v* 1 получать; доставать; добираться; становиться
get off 22 сойти, слезть
get on 22 садиться (*в автобус*)
get up 18 вставать
it is getting dark становится темно, темнеет
girl [gɜ:l] *n* 13 девочка; девушка

given ['gɪvən] *см.* give
 glad [glæd] *a* 22: be glad быть довольным; быть радостным
 glass [glɑ:s] *n* 32 стакан; стекло
 glove [glʌv] *n* 28 перчатка
 go [gəʊ] (went, gone) *v* 2 ходить; ехать; двигаться
 go away уходить
 go on продолжать
 go for a walk пойти погулять
 go to bed ложиться спать
 go in for sports заниматься спортом
 go fishing ловить рыбу
 go shopping ходить по магазинам, идти за покупками
 go sightseeing осматривать достопримечательности
 goal [gəʊl] *n* 35 цель; гол
 goat [gəʊt] *n* 36 козел; коза
 gold [gəʊld] *n* 35 золото; *a* золотой
 gone [gɒn] *см.* go
 good [gʊd] (better, best) *a* 8 хороший; добрый
 be good at something быть к чему-либо способным, хорошо уметь делать что-либо
 Good morning! Доброе утро! Здравствуйте!
 Good-bye! До свидания!
 goose [gʊ:s] (*pl* geese) *n* 36 гусь
 got [gɒt] *см.* get
 govern ['gʌvən] *v* 56 управлять
 government ['gʌvnmənt] *n* 26 правительство
 governor *n* правитель; губернатор
 gradual ['grædʒjuəl] *a* 52 постепенный; последовательный
 graduate ['grædʒueɪt] *v* 53 окончить (учебное заведение)
 grain [greɪn] *n* 37 зерно
 grandchildren ['grænp, 'ɪldrən] *n* 23 внуки
 granddaughter ['græp, dɔ:tə] *n* 23 внучка
 grandfather ['grænp, fɑ:də] *n* 23 дедушка
 grandmother ['græp, mlðə] *n* 23 бабушка
 grandparents ['grænp, reɪgənts] *n* 23 дедушка и бабушка
 grandson ['græpsn] *n* 23 внук
 grass [grɑ:s] *n* 31 трава
 great [greɪt] *a* 21 великий; большой
 green [grɪn] *a* 15 зеленый
 grew [gru:] *см.* grow
 grey [greɪ] *a* 28 серый
 ground [graʊnd] *n* 17 земля; почва
 group [gru:p] *n* группа
 grow [grəʊ] (grew, grown) *v* 37 расти, произрастать; увеличиваться; выращивать
 grown [grəʊn] *см.* grow

growth *n* рост
 guess [ges] *v* догадаться; отгадывать, угадывать

Н

had [hæd] *см.* have
 hair [heə] *n* 20 волосы
 half [hɑ:f] *n* 16 половина
 hand [hænd] *n* 5 рука
 happen ['hæpən] *v* 28 случаться, происходить
 happy ['hæpi] *a* 29 счастливый
 hard [hɑ:d] *adv* 13 усердно, настойчиво; *a* твердый, жесткий
 hardly *adv* 39 едва; едва ли; с трудом
 hat [hæt] *n* 28 шляпа
 hate [heit] *v* 40 ненавидеть
 have [hæv] (had) *v* 7 иметь; вспомогательный глагол для образования времени группы Perfect
 have got иметь
 have ... on быть одетым в ...
 have to 23=must
 hay [heɪ] *n* 37 сено; *v* косить и сушить сено
 make hay ворошить и сушить сено
 head [hed] *n* 20 голова
 hear [hɪə] (heard) *v* 20 слышать
 heard [hɜ:d] *см.* hear
 heart [hɑ:t] *n* 20 сердце
 by heart наизусть
 heat [hi:t] *n* 31 жара; теплота
 heavy ['hevi] *a* 31 тяжелый
 held [held] 49: be held состояться
 help [help] *v* 13 помогать; *n* помощь
 hen [hen] *n* 36 курица
 here [hɪə] *adv* 11 здесь; вот
 Here you are! Вот, пожалуйста!
 hero ['hɪərəʊ] *n* 41 герой
 hid [hɪd] *см.* hide
 hidden ['hɪdn] *см.* hide
 hide [haɪd] (hid, hidden) *v* 51 прятаться; скрываться
 high [haɪ] *a* 35 высокий; *adv* высоко
 hill [hɪl] *n* 36 холм
 historical *a* 45 исторический
 history ['hɪstəri] *n* 15 история
 hobby ['hɒbi] *n* 48 излюбленное занятие, увлечение
 hockey ['hɒki] *n* хоккей
 holiday ['hɒlədi] *n* 17 праздник; день отдыха
 holidays каникулы; отпуск
 home [həʊm] *n* 10 дом
 at home дома
 homework домашнее задание
 honey ['hʌni] *n* 36 мед
 hope [həʊp] *n* 52 надежда; *v* надеяться

horse [hɔ:s] *n* 27 лошадь
 on horseback верхом на лошади
 hospital ['hɔ:spɪtl] *n* 8 больница; госпиталь
 hot [hɒt] *a* 17 жаркий; горячий
 hour [aʊə] *n* 16 час
 house [haʊs] *n* 19 дом
 how [haʊ] *adv* 18 как, каким образом
 How are you? 22 Как (вы) поживаете?
 How do you do? 19 Здравствуйте.
 How old are you? Сколько вам лет?
 how many (pens, etc.) } сколько?
 how much (time, etc.) }
 however [haʊ'evə] *adv* 39 однако, тем не менее
 human ['hju:mən] *a* 46 человеческий, людской
 hundred ['hʌndrəd] *num* 13 сто; *n* сотня
 hungry ['hʌŋgri] *a* 30: be hungry хотеть есть
 hunt [hʌnt] *n* 47 охота; поиски
 hurry ['hʌri] *v* 45 торопиться, спешить
 husband ['hʌzbənd] *n* 23 муж

I

Ice [aɪs] *n* 30 лед
 ice-cream *n* 30 мороженое
 idea [aɪ'diə] *n* 39 мысль; идея
 if [ɪf] *conj* 28 если
 ill [ɪl] *a* 20: be ill быть больным, болеть
 illustrate ['ɪləstreɪt] *v* 32 иллюстрировать
 illustration *n* иллюстрация
 imagine [ɪ'mædʒɪn] *v* 54 представлять себе, воображать
 imperialist [ɪm'pɪəriəlɪst] *a* 44 империалистический; *n* империалист
 important [ɪm'pɔ:tənt] *a* 18 важный
 improve [ɪm'pru:v] *v* 37 улучшать(ся); совершенствоваться(ся)
 in [ɪn] *prep* 1 в
 in Kiev в Киеве
 in the street на улице
 in May в мае
 in ten days через десять дней
 include [ɪn'klu:d] *v* 42 включать, содержать в себе
 increase ['ɪnkri:s] *n* 37 увеличение, возрастание; [ɪn'krɪs] *v* увеличивать, повышать
 independence [ˌɪndɪ'pendəns] *n* 44 независимость
 industry ['ɪndəstri] *n* 42 промышленность, индустрия
 influence ['ɪnfluəns] *n* 32 влияние; *v* влиять
 inform [ɪn'fɔ:m] *v* информировать, сообщать

information [ˌɪnfə'meɪʃn] *n* информация, сообщение
 insect ['ɪnsɛkt] *n* 36 насекомое
 inspect [ɪn'spekt] *v* 53 проверять, осматривать
 instead (of) [ɪn'sted (əv)] *adv* 30 вместо, взамен
 institute ['ɪnstɪtju:t] *n* 37 институт
 intelligent [ɪn'telɪdʒənt] *a* 51 умный, мысленный
 interest ['ɪntrɪst] *a* 28: be interested in интересоваться
 interesting ['ɪntrɪstɪŋ] *a* 22 интересный
 international [ˌɪntə'næʃənl] *a* 35 международный, интернациональный
 into ['ɪntu, 'ɪntə] *prep* внутрь (куда?)
 introduce [ˌɪntrə'dju:s] *v* 19 вводить, представлять
 invade [ɪn'veɪd] *v* 45 вторгаться, захватывать
 invent [ɪn'vent] *v* 48 изобретать
 invitation *n* приглашение
 invite [ɪn'vaɪt] *v* 19 приглашать
 iron ['aɪən] *n* 42 железо
 iron ore 55 железная руда
 island ['aɪlənd] *n* 41 остров

J

jacket ['dʒækɪt] *n* 28 жакет; куртка
 jam [dʒæm] *n* 30 варенье; джем
 January ['dʒænjuəri] *n* 17 январь
 job [dʒɒb] *n* 37 работа
 join [dʒɔɪn] *v* 38 соединять; примыкать; присоединяться(ся); вступать
 joy [dʒɔɪ] *n* 46 радость
 July [dʒu:'laɪ] *n* 17 июль
 jump [dʒʌmp] *v* 35 прыгать; *n* прыжок
 June [dʒu:n] *n* 17 июнь
 just [dʒʌst] *adv* как раз; только что; всего лишь; *a* 49 справедливый
 justice ['dʒʌstɪs] *n* справедливость

K

keep [ki:p] (kept) *v* 9 держать; хранить; сохранять
 kept [kept] *см.* keep
 kill [kɪl] *v* 36 убивать
 kind [kaɪnd] *n* 35 сорт, вид; род; *a* 41 добрый; славный
 kitchen ['kɪtʃɪn] *n* 19 кухня
 knew [nju:] *см.* know
 knife [naɪf] (*pl* knives) *n* 30 нож
 knives [naɪvz] *pl* от knife
 know [nəʊ] (knew, known) *v* 12 знать
 knowledge ['nɒlɪdʒ] *n* 38 знание
 known [nəʊn] *см.* know
 Komsomol ['kɒmsɔ:mɒl] *n* 18 комсомол
 member of Komsomol комсомолец, комсомолка

L

laboratory [lə'brɒrətɹi] *n* 48 лаборатория
labour ['leɪbə] *n* 44 труд; работа
lain [leɪn] *см.* lie
lake [leɪk] *n* 37 озеро
land [lənd] *n* 37 земля; суша
language ['læŋgwɪdʒ] *n* 20 язык (*речь*)
large [lɑ:dʒ] *a* 15 большой; крупный
last [lɑ:st] *a* 22 последний; прошлый;
v 44 продолжаться, длиться
 at last 31 наконец
lasting *a* 49: **lasting peace** прочный мир
late [leɪt] *a* 20 поздний; *adv* поздно
 be late опаздывать
laugh [lɑ:f] *v* 46 смеяться
law [lɔ:] *n* 39 закон
lay [leɪ] *см.* lie
lazy ['leɪzɪ] *a* 13 ленивый
lead [li:d] (*led*) *v* 50 вести; руководить
learn [lɜ:n] (*learnt*) *v* 12 учиться; учить;
 учить наизусть; узнавать
learnt [lənt] *см.* learn
least [li:st] *a* (*превосходная степень от*
little) наименьший; *adv* меньше всего
leave [li:v] (*left*) *v* 18 уходить, уезжать;
 оставлять, покидать
left [left] *a* 19 левый
 to the left налево
leg [leg] *n* 20 нога
leisure ['leɪzə] *n* 38 досуг
less [les] *a* (*сравнительная степень от*
little) меньший; *adv* меньше
lesson ['lesn] *n* 1 урок
let [let] (*let*) *v* 14 позволять; *в повели-*
тельном наклонении употребляется
как вспомогательный глагол, выра-
жающий пожелание, приказание, раз-
решение
 Let him do it. Пусть он это сделает.
 Let us go. Пойдемте.
letter ['letə] *n* 26 письмо; 23 буква
liberation [,lɪbə'reɪʃn] *n* 49 освобожде-
 ние
library ['laɪbrəri] *n* 18 библиотека
lick [lɪk] *v* 40 лизать
lie [laɪ] (*lay, lain*) *v* 20 лежать
life [laɪf] *n* 37 жизнь
lift [lɪft] *v* 45 поднимать; *n* лифт, подь-
 емник
light [laɪt] *a* 15 легкий; светлый
like [laɪk] *v* 12 любить, нравиться. *a* 22
 похожий, подобный
 look like ... 29 выглядеть как ...
line [laɪn] *n* 11 линия
 in the line в очереди
listen ['lɪsn] *v* 18 слушать
 listen to the radio } слушать радио
 listen in }
literature ['lɪtərɪtʃə] *n* 15 литература

little ['lɪtl] (*less, least*) *a* 18 маленький;
adv мало
 a little немного
live [lɪv] *v* 1 жить
living-room *n* 19 гостиная, общая ком-
 ната
long [lɒŋ] *a* 16 длинный
look [lʊk] *v* 9 смотреть; выглядеть
 look after ... 23 присматривать за ...
 look for искать
lorry ['lɒrɪ] *n* 11 грузовик
lose [lu:z] (*lost*) *v* 27 терять; проигры-
 вать
loss [lɒs] *n* 45 убыток; потеря
lost [lɒst] *см.* lose
 (a) lot [lɒt] of *n* 13 много, множество
loud [laʊd] *a* громкий
love [lʌv] *v* 40 любить; *n* любовь
low [ləʊ] *a* 40 низкий
luck [lʌk] *n* 45 удача
lunch [lʌntʃ] *n* 30 второй завтрак

M

machine [mə'ʃɪn] *n* 48 машина
machinery *n* машины; машинное обо-
 рудование
made [meɪd] *см.* make
magnet ['mæɡnɪt] *n* 48 магнит
magnetism ['mæɡnɪtɪzəm] *n* магнетизм
main [meɪn] *a* 37 главный, основной
make [meɪk] (*made*) *v* 16 делать; произ-
 водить; составлять
man [mæn] (*pl men*) *n* 11 мужчина; че-
 ловек
manuscript ['mænɪskrɪpt] *n* 32 руко-
 пись
many ['meni] (*more, most*) *a* 10 многие,
 много (*об исчисляемых существитель-*
ных)
map [mæp] *n* 9 географическая карта
March [mɑ:ʃ] *n* 17 март
mark [mɑ:k] *v* 49 отмечать; *n* отметка
marry ['mæri] *v* 41 женить(ся); выхо-
 дить замуж
mass [mæs] *n* 37 масса
master ['mɑ:stə] *n* 33 хозяин; учитель
match [mætʃ] *n* 23 матч
mathematics [ˌmæθɪ'mætɪks] (*сокр.*
maths) *n* 15 математика
may [meɪ] (*might*) *v* 20 мочь, иметь раз-
 решение
May [meɪ] *n* 17 май
meadow ['medəʊ] *n* 52 луг; лужайка
meal [mi:l] *n* 30 еда; *v* принимать пищу,
 есть
mean [mi:n] (*meant*) *v* 25 означать, зна-
 чить
meaning *n* значение

means of communication средства
 meant [ment] *см.* mean
 meat [mi:t] *n* 30 мясо
 mechanic [mi'kænik] *n* 8 механик
 medicine ['medsin] *n* 20 лекарство; медицина
 take the medicine принимать лекарство
 meet [mi:t] (met) *v* 22 встречать(ся); знакомиться
 meeting ['mi:tiŋ] *n* 22 собрание
 melt [melt] *v* 31 таять
 member ['membə] *n* 30 член
 memory ['meməri] *n* 46 память
 men [men] *pl* от man
 merry ['meri] *a* 41 веселый
 met [met] *см.* meet
 metal ['metl] *n* 40 металл; *a* металлический
 middle ['midl] *n* 19 середина
 mild [mild] *a* 31 мягкий
 mile [mail] *n* 27 миля
 milk [milk] *n* 30 молоко; *v* доить
 mill [mil] *n* 43 фабрика
 million ['miljən] *num* 21 миллион
 mind [maɪnd] *n* 46 ум; разум
 keep in mind держать в уме
 minute ['minit] *n* 16 минута
 miss [mis] *v* 20 пропускать
 mistake [mis'teɪk] *n* 47 ошибка
 mix [miks] *v* 45 смешивать
 mix up путать
 modern ['mɒdən] *a* 32 современный
 Monday ['mʌndi] *n* 14 понедельник
 money ['mʌni] *n* 27 деньги
 month [mʌnθ] *n* 17 месяц
 monument ['mɒnjumənt] *n* 48 монумент, памятник
 moon [mu:n] *n* 31 луна
 more [mɔ:] *a* 19 (сравнительная степень от much и many) большой
 morning ['mɔ:niŋ] *n* 16 утро
 most [mɔ:st] *n* большинство, большая часть; *a* (превосходная степень от much и many) наибольший; *adv* больше всего
 mother ['mʌðə] *n* 5 мать
 motor-cycle ['mɔ:tə,saikl] *n* 25 мотоцикл
 mountain ['maʊntɪn] *n* 36 гора
 mouth [maʊθ] *n* 20 рот
 move [mu:v] *v* 40 двигать(ся), передвигать(ся); *n* движение; шаг
 much [mʌtʃ] (more, most) *a* 19 много (о неисчисляемых существительных)
 very much очень
 murder ['mɜ:də] *v* 51 убивать; *n* убийство
 museum [mju:'ziəm] *n* 26 музей

music ['mjuzɪk] *n* 38 музыка
 musical ['mjuzɪkəl] *a* 38 музыкальный
 musical instrument музыкальный инструмент
 musician [mju:'zɪʃn] *n* 38 музыкант; композитор
 must [mʌst] *v* 20 должен, обязан
 mystery ['mɪstəri] *n* 48 тайна

N

name [neɪm] *n* 1 имя
 What's your name? Как тебя зовут?
 narrow ['nærou] *a* 45 узкий
 nation ['neɪʃn] *n* 49 нация; народ
 national ['næʃənl] *a* 49 национальный; народный
 native ['neɪtɪv] *a* 20 родной
 near [niə] *adv* 13 близко; *prep* около, недалеко от
 nearly ['niəli] *adv* 18 почти
 necessary ['nesɪsəri] *a* 28 необходимый; нужный
 need [ni:d] *v* 20 нуждаться; *n* нужда; *pl* потребности
 I need мне нужно
 neither ... nor ['ni:ðə ... 'nɔ:] *conj* 25 ни ... ни
 never ['nevə] *adv* 20 никогда
 nevertheless [,nevəðə'les] *conj* 49 тем не менее
 new [nju:] *a* 19 новый
 news [nju:z] *n* 32 новости
 newspaper ['nju:spetə] *n* 32 газета
 next [nekst] *a* 22 следующий; соседний
 next to 44 рядом с
 nice [naɪs] *a* 15 хороший; приятный; славный; милый
 night [naɪt] *n* 16 ночь; вечер
 nine [naɪn] *num* 9 девять
 no [noʊ] *adv* 6 нет; никакой
 nobody ['nɔ:bdɪ] *pron* 12 никто
 noise [nɔɪz] *n* 34 шум
 north [nɔ:θ] *n* 31 север
 nose [noʊz] *n* 20 нос
 not [nɒt] *adv* 6 не
 not so ... as 17 не так ... как
 Not at all. 10 Не стоит (благодарности).
 note [nəʊt] *n* 18 запись
 take a note записывать
 notebook ['nəʊtbʊk] *n* 52 тетрадь; записная книжка
 nothing ['nʌθɪŋ] *pron* 12 ничто
 notice ['nəʊtɪs] *v* 51 замечать
 take no notice не замечать, не обращать внимания
 November [nəʊ'vembə] *n* 17 ноябрь
 now [naʊ] *adv* 15 сейчас

nowhere [ˈnouweə] *adv* 12 нигде
nurse [nɜ:s] *n* 8 медсестра
nut [nʌt] *n* 37 орех

О

oats [aʊts] *n* 37 овес
object [ˈɒbdʒɪkt] *n* 52 предмет
o'clock [əˈklɒk] 16:
3 o'clock три часа
at 5 o'clock в пять часов
October [ɒkˈtəʊbə] *n* 17 октябрь
of [ɒv, əv] *prep* 9 от, о, из
the colour of the sky цвет неба (*передается родительным падежом*)
made of gold сделанный из золота
think of ... думать о ...
off [ɒf] *adv* 22 прочь, долой
take off (the table) убрать (со стола)
office [ˈɒfɪs] *n* 8 контора; учреждение
often [ˈɒfn] *adv* 17 часто
oil [ɔɪl] *n* 55 нефть
old [əʊld] *a* 11 старый
How old are you? Сколько вам (тебе) лет?
The child is one year old. Ребенку (один) год.
on [ɒn] *prep* 7 на; при; о, об; в; по
on the desk на парте
on TV по телевидению
on Monday в понедельник
a book on physics книга по физике
speak on the picture говорить о картинке
once [wʌns] *adv* 45 однажды; один раз
one [wʌn] *num* 1 один; *pron* 12 один, некий (*часто употребляется во избежание повторения упомянутого существительного*)
one another друг друга
one by one по одному
only [ˈoʊnli] *adv* 12 только; *a* единственный
open [ˈoʊpən] *a* 14 открытый; *v* открывать
opponent [əˈpəʊnənt] *n* 35 противник, оппонент
opposite [ˈɒpəzɪt] *a* 11 противоположный
or [ɔ:] *conj* 6 или
or else иначе, а то
orchard [ˈɔ:tʃəd] *n* 36 фруктовый сад
order [ˈɔ:də] *n* 36 приказ, распоряжение; *v* приказывать, отдавать распоряжение
organize [ˈɔ:gənaɪz] *v* 35 организовывать
original [əˈrɪdʒənəl] *a* 55 первоначальный; *n* первоисточник
in the original в первоисточнике
other [ˈʌðə] *pron* другой
out [aʊt] *adv* 1 вне

go out выходить
take out вынимать
over [ˈoʊvə] *prep* 1 над
all over the world во всем мире
over the radio по радио
be over кончаться, оканчиваться
overthrew [ˌoʊvəˈθru:] *см.* overthrow
overthrow [ˌoʊvəˈθrou] (overthrew, overthrown) *v* 49 свергать
overthrown *см.* overthrow
own [aʊn] *a* 33 собственный

Р

paid [peɪd] *см.* pay
pail [peɪl] *n* 29 ведро
paint [peɪnt] *v* 38 рисовать; писать красками; *n* краска
pair [peə] *n* 28 пара
palace [ˈpælɪs] *n* 45 дворец
paper [ˈpeɪpə] *n* 32 бумага
parents [ˈpeərənts] *n* 23 родители
park [pɑ:k] *n* 34 парк
part [pɑ:t] *n* 16 часть
on the part of .. 52 со стороны ...
partner *n* 35 партнер, участник
party¹ [ˈpɑ:tɪ] *n* 29 вечер, вечеринка
party² *n* 30 партия
the Communist Party of the Soviet Union (CPSU) Коммунистическая партия Советского Союза (КПСС)
pass [pɑ:s] *v* 27 проходить
pavement [ˈpeɪvmənt] *n* 11 тротуар
pay [peɪ] (paid) *v* 20 платить; *n* плата; жалование
peace [pi:s] *n* 49 мир
peasant [ˈpezənt] *n* 37 крестьянин
pen [pen] *n* 9 ручка
pencil [ˈpensl] *n* 9 карандаш
people [ˈpi:pl] *n* 11 народ; люди
people of good will 49 люди доброй воли
peoples *n* 49 народы
permission *n* 48 разрешение, позволение
permit [pəˈmɪt] *v* 48 разрешать; давать возможность
person [ˈpɜ:sn] *n* 50 человек; лицо
photo [ˈfəʊtəʊ] *n* 44 фотография
photograph [ˈfəʊtəgrɑ:f] *n* фотография; *v* фотографировать
physical training [ˈfɪzɪkl ˈtreɪnɪŋ] (*сокр.* PT) 15 физическая подготовка; физкультура
physics [ˈfɪzɪks] *n* 15 физика
picture [ˈpɪktʃə] *n* 9 картина; картинка
pie [paɪ] *n* 44 пирог
piece [pi:s] *n* 9 кусок, часть; клочок
pig [pɪg] *n* 36 поросенок
pilot [ˈpaɪlət] *n* 52 летчик, пилот
pioneer [ˌpraɪəˈniə] *n* пионер; инициатор

place [pleɪs] *n* 22 место
 places of interest 26 достопримечательности
 plan [plæn] *n* план; *v* планировать
 plane [pleɪn] *см.* airplane
 plant [plɑːnt] *v* 37 сажать (*растение*);
n растение
 plate [pleɪt] *n* 30 тарелка
 play [pleɪ] *v* 26 играть; *n* пьеса
 pleasant ['pleznt] *a* 17 приятный
 please [pliːz] 10 пожалуйста
 be pleased 22 быть довольным
 pleasure ['plezə] *n* 28 удовольствие
 plenty ['plenti] *n* 37 (из)обилие, множество
 poem ['poɪm] *n* стихотворение
 poet ['poɪt] *n* поэт
 point [pɔɪnt] *v* 16 указывать
 police [pə'liːs] *n* 51 полиция
 policeman *n* полицейский
 politics ['pɒlɪtiks] *n* 32 политика
 pool [puːl] *n* 37 бассейн
 poor [puə] *a* 26 бедный
 popular ['pɒpjələ] *a* 32 популярный;
 общезвестный
 population [ˌpɒpjə'leɪʃn] *n* 43 население
 porridge ['pɒrɪdʒ] *n* 30 каша
 port [pɔːt] *n* 26 порт
 possible ['pɒsəbl] *a* 34 возможный
 postman ['pəʊstmən] *n* 8 почтальон
 post-office ['pəʊst,ɒfɪs] *n* 8 почта
 potato [pə'teɪtəʊ] (*pl* potatoes) *n* 30
 картофель, картошка
 poultry ['paʊltri] *n* 30 домашняя птица
 power ['paʊə] *n* 48 власть, мощь, сила;
 держава
 practice ['præktɪs] *n* 51 практика
 practise *v* 51 практиковаться
 prefer [prɪ'fɜː] *v* 30 предпочитать
 prepare [prɪ'reə] *v* 18 приготавливать,
 готовить(ся)
 present ['preznt] *a*: be present присут-
 ствовать; *n* 29 подарок
 give a present дарить
 make a present делать подарок
 press [pres] *v* 47 нажимать; прессовать;
n 53 печать, пресса
 print [prɪnt] *v* 32 печатать
 printing-press *n* 32 печатный станок;
 печатная машина
 prison ['prɪzn] *n* 45 тюрьма
 problem ['prɒbləm] *n* 19 проблема; за-
 дача
 produce [prə'djuːs] *v* 37 производить,
 вырабатывать
 producer *n* производитель; режиссер,
 постановщик
 production [prə'dʌkʃn] *n* производство;
 продукция

progress ['prɒɡres] *n* 53 прогресс; ус-
 пехи
 promise ['prɒmɪs] *v* 41 обещать; *n* обе-
 щание
 proper ['prɒpə] *a* 50 подходящий; над-
 лежащий
 property *n* собственность; свойство
 prosperity [prɒs'perɪti] *n* 55 процветание
 prove [pruːv] *v* 54 доказывать
 proud [praʊd] *a* 37: be proud гордиться
 publish ['pʌblɪʃ] *v* 43 публиковать; из-
 давать
 publishing house издательство
 pudding ['puːdɪŋ] *n* 30 пудинг
 pull [pʊl] *v* 40 тянуть, тащить
 pupil ['pjuːpl] *n* 7 ученик; ученица
 put [pʊt] (*put*) *v* 25 класть; помещать
 put on 28 надевать
 put an end to 49 положить конец

Q

quarter ['kwɔːtə] *n* 16 четверть
 queen [kwɪn] *n* королева
 question ['kwɛstʃən] *n* 12 вопрос
 quick [kwɪk] *a* 53 быстрый
 quite [kwɑɪt] *adv* 36 совсем

R

rabbit ['ræbɪt] *n* 36 кролик
 racism ['reɪsɪzəm] *n* 49 расизм
 radio ['reɪdɪəʊ] *n* 18 радио
 railway ['reɪlweɪ] *n* 53 железная дорога
 rain [reɪn] *n* 17 дождь
 it rains идет дождь
 raincoat *n* 28 плащ
 raise [reɪz] *v* 55 поднимать; *n* подъем;
 повышение
 ran [ræn] *см.* run
 rang [ræŋ] *см.* ring
 ray [reɪ] *n* 50 луч
 X-rays рентгеновские лучи
 reach [ri:tʃ] *v* 45 достигать; доходить
 read [riːd] (*read*) *v* 9 читать
 ready ['redi] *a* 22 готовый
 be (get) ready быть готовым
 real [riəl] *a* реальный, действительный;
 настоящий
 reason ['riːzn] *n* 37 причина, основание
 receive [rɪ'siːv] *v* 32 получать
 recently ['riːsntli] *adv* 37 недавно; на-
 днях
 recognize ['rekəɡnaɪz] *v* 34 узнавать;
 признавать
 red [red] *a* 15 красный
 refrigerator [rɪ'frɪdʒəreɪtə] *n* 19 холо-
 дильник
 refuse [rɪ'fjuːz] *v* 41 отказывать(ся)
 region ['riːdʒn] *v* 37 край; область; район

relative [ˈrelatɪv] *n* 39 эд. родственник, родственница
release [rɪˈliːs] *v* 45 отпустить, освобождать; *n* освобождение
remain [rɪˈmeɪn] *v* 31 оставаться
remember [rɪˈmembə] *v* 28 помнить; вспоминать
representative [ˌreprɪˈzentətɪv] *n* 35 представитель
rest [rest] *v* 18 отдыхать, *n* отдых
return [rɪˈtɜːn] *v* 40 возвращать(ся)
revolution [ˌrevəˈluːʃn] *n* 49 революция
revolutionary *n* революционер; *a* революционный
rich [rɪtʃ] *a* 26 богатый
ridden [ˈrɪdn] *см.* ride
ride [raɪd] (*rode, ridden*) *v* 37 ехать верхом; ехать (*в автобусе, на велосипеде и т. п.*); *n* прогулка (*верхом, на велосипеде*); езда
right [raɪt] *a* 16 правый, справедливый; правильный
on the right справа
to the right направо
all right 16 хорошо, правильно
be right быть правым
be all right хорошо себя чувствовать
ring [rɪŋ] (*rang, rung*) *v* 18 звонить
rise [raɪz] (*rose, risen*) *v* вставать
river [ˈrɪvə] *n* 26 река
road [rəʊd] *n* 11 дорога
rode [rəʊd] *см.* ride
room [ruːm] *n* 15 комната
rose [rəʊz] *см.* rise
round [raʊnd] *a* 16 круглый
row [rəʊ] *v* 35 грести
rub [rʌb] *v* 47 тереть(ся)
rub out стирать, вытирать
rubber [ˈrʌbə] *n* 47 резина; каучук
run [rʌn] (*ran, run*) *v* 20 бегать; бежать
rung [rʌŋ] *см.* ring
Russian [ˈrʌʃn] *n* 10 русский язык; *a* русский
rye [raɪ] *n* 37 рожь

S

sad [sæd] *a* 41 печальный; грустный
said [sed] *см.* say
sail [seɪl] *v* 46 плыть (*на лодке, пароходе*)
sailor *n* 40 матрос
salad [ˈsæləd] *n* 30 салат
salt [sɔːlt] *n* 30 соль
same [seɪm] *pron* 27 тот же самый; одинаковый
sang [sæŋ] *см.* sing
sat [sæt] *см.* sit
Saturday [ˈsætədi] *n* 14 суббота
sausage [ˈsɔːsɪdʒ] *n* 29 колбаса

saw [sɔː] *см.* see
say [seɪ] (*said*) *v* 16 говорить; сказать
school [skuːl] *n* 4 школа
after school после уроков
at school в школе
go to school ходить в школу, учиться в школе
schoolchildren 28 школьники
secondary technical school техникум
science [ˈsaɪəns] *n* 49 наука
scientific *a* научный
scientist *n* 44 ученый
sea [siː] *n* 38 море
search [sɜːtʃ] *v* 51 искать
season [ˈsiːzn] *n* 17 время года; сезон
seat [siːt] *n* место; местонахождение
second [ˈsekənd] *num* 2 второй; *n* 16 секунда
see [siː] (*saw, seen*) *v* 19 видеть
seem [siːm] *v* 40 казаться
It seems to me кажется
seen [siːn] *см.* see
sell [sel] (*sold*) *v* 40 продавать
send [send] (*sent*) *v* 33 посылать, отсылать
sent [sent] *см.* send
sentence [ˈsentəns] *n* предложение
separate [ˈsepəreɪt] *a* 42 отдельный; *v* [ˈsepəreɪt] отделять; разделять
September [sepˈtembə] *n* 17 сентябрь
servant [ˈsɜːvənt] *n* 41 слуга; служанка
serve [sɜːv] *v* 44 служить; обслуживать
service [ˈsɜːvɪs] *n* услуга; обслуживание
set [set] (*set*) *v* ставить, помещать; *n* установка
TV set 19 телевизор
radio set приемник
set up 43 устанавливать
set a record устанавливать рекорд
seven [ˈsevn] *num* 7 семь
several [ˈsevrəl] *pron* 27 несколько
shall [ʃæl, ʃəl] (*should*) *v* 29 вспомогательный глагол для образования Future Indefinite
shape [ʃeɪp] *n* 47 форма; очертание
sharp [ʃɑːp] *a* 51 острый
sheep [ʃiːp] (*pl sheep*) *n* 36 овца
shelf [ʃelf] (*pl shelves*) *n* 19 полка
shelves *pl of shelf*
shine [ʃaɪn] (*shone*) *v* 17 сверкать; сиять
ship [ʃɪp] *n* 25 корабль; пароход
shirt [ʃɜːt] *n* 28 рубашка
shoe* [ʃuː] *n* 28 ботинок; туфля
shone [ʃɒn] *см.* shine
shop [ʃɒp] *n* 8 мастерская; 25 магазин
shopping [ˈʃɒpɪŋ] *n* 29 посещение магазина
do shopping 29 делать покупки
short [ʃɔːt] *a* 11 низкий; короткий; краткий

be short of 55 испытывать недостаток
should [ʃʊd, ʃəd] *v* 13 модальный глагол, выражающий долженствование, вспомогательный глагол для образования Future in the Past
show [ʃəʊ] (showed, shown) *v* 19 показывать; *n* выставка; показ
shut [ʃʌt] (shut) *v* 14 закрывать(ся)
side [saɪd] *n* 25 сторона
silver ['sɪlvə] *n* 35 серебро; *a* серебряный
similar ['sɪmɪlə] *a* 50 подобный, такой же
simple ['sɪmpl] *a* 34 простой
since [sɪns] *prep* 43 со времени *с* с тех пор как; *adv* с тех пор
sing [sɪŋ] (sang, sung) *v* 13 петь
sister ['sɪstə] *n* 5 сестра
sit [sɪt] (sat) *v* 9 сидеть
 sit down садиться
situated ['sɪtʃuətɪd] *a* 44: be situated быть расположенным
situation [ˌsɪtʃu'eɪʃn] *n* положение; ситуация
six [sɪks] *num* 6 шесть
skate [skeɪt] *n* 23 конек; *v* 23 кататься на коньках
ski [ski:] *n* 23 лыжа; *v* 23 ходить на лыжах
skirt [skɜ:t] *n* 28 юбка
sky [skaɪ] *n* 17 небо
sky-scraper *n* 56 небоскреб
slave [sleɪv] *n* 55 раб
slavery *n* рабство
sleep [sli:p] (slept) *v* 18 спать
slept [slept] *см.* sleep
slow [sləʊ] *a* 27 медленный
small [smɔ:l] *a* 16 маленький
smell [smel] (smelt) *v* 46 нюхать; пахнуть; *n* запах
smile [smaɪl] *v* 26 улыбаться; *n* улыбка
smoke [sməʊk] *n* 51 дым; *v* пускать дым, курить
snow [snəʊ] *n* 17 снег
 it snows идет снег
so [səʊ] *adv* 18 так, таким образом; *с* поэтому
social ['səʊʃəl] *a* 44 общественный
socialism ['səʊʃəlɪzəm] *n* социализм
socialist ['səʊʃəlɪst] *a* 49 социалистический; *n* социалист
society [sə'saɪətɪ] *n* 49 общество
sock [sɒk] *n* 28 носок
sold [səʊld] *см.* sell
some [sʌm] *a* некий, некоторый, какой-то, какой-нибудь; несколько, немного
somebody ['sʌmbədɪ] *pron* 21 кто-нибудь, кто-то

someone ['sʌmwʌn] *pron* 21 кто-нибудь, кто-то
something ['sʌmθɪŋ] *pron* 21 что-нибудь, что-то
sometimes ['sʌmtaɪmz] *adv* 17 иногда
somewhere ['sʌmwɛə] *adv* 21 где-нибудь, где-то
son [sʌn] *n* 19 сын
song [sɒŋ] *n* 13 песня
soon [su:n] *adv* 40 скоро
 as soon as 40 только, когда
sorry ['sɒrɪ] *a* 20: be sorry быть огорченным
 I am sorry простите, извините; мне жаль
sort [sɔ:t] *n* 48 вид; класс; сорт
soup [su:p] *n* 30 суп
south [sauθ] *n* 31 юг
Soviet ['səʊvɪet] *a* советский
 the Soviet Union Советский Союз
sow [səʊ] (sowed, sown) *v* 37 сеять, засеять
space [speɪs] *n* 52 пространство; космос
 cosmic space ['kɔ:zmɪk 'speɪs] космическое пространство, космос
 space flight полет в космос
speak [spi:k] (spoke, spoken) *v* 12 говорить; разговаривать
speed [spi:d] *n* 52 скорость
spend [spend] (spent) *v* 14 тратить; проводить (время)
spent [spent] *см.* spend
spite [spaɪt] *n* 50: in spite of несмотря на, вопреки
spoke [spəʊk] *см.* speak
spoken ['spəʊkn] *см.* speak
spoon [spu:n] *n* 30 ложка
sport(s) [spɔ:t(s)] *n* 31 спорт
 go in for sport(s) 35 заниматься спортом
spring [sprɪŋ] *n* 17 весна
 in spring весной
square [skweə] *a* 16 квадратный; *n* 26 площадь
stadium ['steɪdɪəm] *n* 35 стадион
stand [stænd] (stood) *v* 18 стоять
 stand up вставать
star [stɑ:] *n* 31 звезда
start [stɑ:t] *v* 30 начинать(ся); отправляться; *n* начало; отправление
 start for ... уезжать в ...
state¹ [steɪt] *n* 30 государство; штат; *a* государственный
 state farm 7 совхоз
state² *n* 49 состояние; положение
station ['steɪʃn] *n* 27 станция
stay [steɪ] *v* 18 оставаться; пребывать
steal [sti:l] (stole, stolen) *v* 51 красть, воровать
steel [sti:l] *n* 43 сталь; *a* стальной

still [stɪl] *adv* 23 все еще; все же; тем не менее
stocking ['stɒkɪŋ] *n* 28 чулок
stole [stəʊl] *см.* steal
stolen ['stəʊlɪn] *см.* steal
stone [stəʊn] *n* 45 камень
stood [stʊd] *см.* stand
stop [stɒp] *v* 22 останавливать(ся); *n* остановка
storm [stɔ:m] *n* 54 буря; шторм
story ['stɔ:ri] *n* 36 рассказ; история
stove [stəʊv] *n* 19 печь
strange [streɪndʒ] *a* 40 странный; необыкновенный; удивительный
street [stri:t] *n* 1 улица
strength [streŋθ] *n* 40 сила
stretch [stretʃ] *v* 55 растягивать(ся); *n* растягивание; удлинение
strike¹ [straɪk] *n* 51 забастовка
be on strike бастовать
strike² (struck) *v* 51 ударять; бить
strong [strɒŋ] *a* 40 сильный
struck [strʌk] *см.* strike²
struggle ['strʌgl] *n* 40 борьба; *v* бороться
student ['stju:dnt] *n* 7 студент; учащийся
study ['stʌdi] *n* 19 кабинет; занятия; *v* изучать, учиться, заниматься
subject ['sʌbdʒɪkt] *n* 15 предмет
subscribe [səb'skraɪb] *v* 53 подписываться (*на газету и т. п.*)
substance ['sʌbstəns] *n* 50 вещество
success [sək'ses] *n* 53 успех
such [sʌtʃ] *a* 35 такой
suddenly ['sʌdnli] *adv* 41 вдруг, внезапно
sugar ['ʃʊə] *n* 30 сахар
summer ['sʌmə] *n* 17 лето
in summer летом
sun [sʌn] *n* 17 солнце
Sunday ['sʌndɪ] *n* 14 воскресенье
sung [sʌŋ] *см.* sing
supper ['sʌpə] *n* 30 ужин
have supper ужинать
support [sə'pɔ:t] *n* 49 поддержка; *v* поддерживать
sure [ʃʊə] *a* 35: **be sure** быть уверенным
surface ['sɜ:fɪs] *n* 42 поверхность
surprise [sə'praɪz] *v* 54 удивлять; *n* удивление
swam [swæm] *см.* swim
sweet [swi:t] *a* 29 сладкий; *n pl* конфеты
swim [swɪm] (swam, swum) *v* 35 плавать
switch [swɪtʃ] *v* 38 переключать (*эл.*)
switch on включать
switch off выключать
swum [swʌm] *см.* swim
system ['sɪstɪm] *n* 49 система

Т

table ['teɪbl] *n* 19 стол
take [teɪk] (took, taken) *v* 10 брать; взять
take away убирать
take off 28 снимать (*одежду*)
take a bus (train) ехать автобусом (поездом)
take care of ... 35 заботиться о ...
take part in ... 35 принимать участие в ...
take place 35 происходить, иметь место
It takes (me) an hour to ... (мне) нужен час, чтобы ...
taken ['teɪkən] *см.* take
talk [tɔ:k] *v* 22 беседовать; разговаривать; *n* беседа; разговор
tall [tɔ:l] *a* 11 высокий
taste [teɪst] *n* 26 вкус; *v* пробовать (*на вкус*)
taught [tɔ:t] *см.* teach
tea [ti:] *n* 19 чай
have tea пить чай
teach [ti:tʃ] (taught) *v* 8 учить, обучать
teacher *n* 8 учитель(ница)
team [ti:m] *n* 23 команда
telephone ['telɪfəʊn] *n* 41 телефон; *v* звонить по телефону
television ['telɪvɪʒn] (*сокр.* TV) *n* 18 телевидение
tell [tel] (told) *v* 20 рассказывать; говорить; сказать
ten [ten] *num* 10 десять
tennis ['tenɪs] *n* 35 теннис
terrible ['terəbl] *a* 40 ужасный
text [tekst] *n* 12 текст
textbook *n* учебник
than [ðæn, ðən] *сj* 17 чем
thank [θæŋk] *v* 10 благодарить
Thank you. Спасибо.
that [ðæt] (*pl those*) *pron* 6 тот, этот; который; *сj* 28 что, чтобы
that is 25 то есть
theatre ['θɪətə] *n* 26 театр
then [ðen] *adv* 18 когда; затем, потом
there [ðeə] *adv* 11 там, туда
there is (there are) имеется, находится (имеются, находятся)
therefore ['ðeəfɔ:] *adv* 47 поэтому, следовательно
these [ði:z] *pl om this*
thick [θɪk] *a* 41 толстый; густой
thief [θi:f] (*pl thieves*) *n* 51 вор
thieves [θi:vz] *pl om thief*
thin [θɪn] *a* 11 тонкий; худой
thing [θɪŋ] *n* 20 вещь; предмет
think [θɪŋk] (thought) *v* 25 думать; считать

third [θɜːd] *num* 3 третий
 thirsty [ˈθɜːsti] *a* 30: **be thirsty** чувствовать жажду, хотеть пить
 thirteen [ˈθɜːtɪn] *num* 13 тринадцать
 thirty [ˈθɜːti] *num* 30 тридцать
 this [ðɪs] (*pl these*) *pron* 6 этот
 those [ðoʊz] *pl om that*
 though [ðəʊ] (*although*) *conj* 23 хотя
 thought¹ [θɔːt] *n* 1 мысль
 thought² *см. think*
 thousand [ˈθaʊzənd] *num, n* 26 тысяча
 three [θriː] *num* 3 три
 through [θruː] *prep* 27 через; сквозь
 Thursday [ˈθɜːzdi] *n* 14 четверг
 ticket [ˈtɪkɪt] *n* 38 билет
 tie [taɪ] *v* 40 связывать, завязывать; *n* галстук
 tie up привязывать
 till [tɪl] *prep* 18 до; *conj* до тех пор, пока
 time [taɪm] *n* 16 время; 20 раз
 from time to time время от времени
 have a good time хорошо провести время
 in time вовремя
 It is time пора
 time-table расписание
 tired [ˈtaɪəd] *a* 36: **be (get) tired** устать
 to [tuː, tə] *prep* 4 к, в; до
 go to the blackboard идти к доске
 go to the post-office идти на почту
 go to the park идти в парк
 from 5 to 7 от пяти до семи
 to my friend моему товарищу (*передается дательным падежом*)
 today [təˈdeɪ] *adv* 14 сегодня; в настоящее время
 together [təˈgeðə] *adv* 25 вместе
 told [təʊld] *см. tell*
 tomorrow [təˈmɒrəʊ] *adv* 27 завтра
 tongue [tʌŋ] *n* 20 язык; язык (*речь*)
 too [tuː] *adv* 4 тоже, также; 23 слишком
 took [tuːk] *см. take*
 top [tɒp] *n* 43 вершина; верх
 touch [tʌtʃ] *v* 40 трогать; прикасаться
 towards [təˈwɔːdz] *prep* к, по направлению к
 tower [ˈtaʊə] *n* 16 башня
 tower clock башенные часы
 town [taʊn] *n* 25 город
 tractor [ˈtræktə] *n* 11 трактор
 trade [treɪd] *n* 33 ремесло, профессия; торговля; *v* торговать
 traffic [ˈtræfɪk] *n* 27 движение
 traffic-light светофор
 tragedy [ˈtrædzɪdɪ] *n* 26 трагедия
 train [treɪn] *n* 25 поезд; *v* 48 обучать, готовить; тренировать
 tram [træm] *n* 27 трамвай
 transition [trænˈsɪʒən] *n* 52 переход

translate [trænsˈleɪt] *v* 33 переводить
 translation *n* перевод
 travel [ˈtrævl] *n* 27 путешествие; *v* путешествовать
 treat [tri:t] *v* 55 обращаться
 tree [triː] *n* 34 дерево
 trip [trɪp] *n* 25 поездка
 trouble [ˈtrʌbl] *n* 38 беспокойство; волнение; *v* волновать(ся); беспокоить(ся)
 trousers [ˈtraʊzəz] *n* 28 брюки
 true [truː] *a* 41 верный, правильный
 truth [truːθ] *n* 1 правда
 tell the truth 20 сказать правду
 try [traɪ] *v* 35 пытаться; пробовать
 Tuesday [ˈtʃuːzdi] *n* 14 вторник
 turkey [ˈtɜːki] *n* 36 индейка
 turn [tɜːn] *v* 27 поворачивать(ся)
 TV set *n* 19 телевизор
 twelve [twelv] *num* 12 двенадцать
 twice [twɑɪs] *adv* 43 дважды, два раза
 two [tuː] *num* 2 два

U

umbrella [ʌmˈbrɛlə] *n* 28 зонтик
 under [ˈʌndə] *prep* 11 под
 underground [ˈʌndəgraʊnd] *n* 27 метрополитен
 understand [ˌʌndəˈstænd] (*understood*) *v* 20 понимать
 uniform [ˈjuːnɪfɔːm] *n* 28 форма
 union [ˈjuːnjən] *n* 49 союз
 the Soviet Union Советский Союз
 unite [juːˈnaɪt] *v* 42 соединять; объединять
 the United States of America 55 Соединенные Штаты Америки
 university [ˌjuːnɪˈvɜːsɪti] *n* 24 университет
 up [ʌp] *adv* 1 вверх
 come up подходить
 get up 18 вставать
 use [juːz] *v* 25 употреблять; применять; [juːs] *n* польза; применение
 used [juːst] *a* 53 привыкший
 used to иметь обыкновение (*в прошлом*)
 usual [ˈjuːʒuəl] *a* 25 обычный

V

valley [ˈvæli] *n* 36 долина
 valuable [ˈvæljuəbəl] *a* 51 ценный
 various [ˈveəriəs] *a* 27 различный; разный
 vegetables [ˈvedʒɪtəblz] *n* 17 овощи
 vegetable bed грядка
 very [ˈveri] *adv* 10 очень
 veterinary [ˈvet(ə)rɪn(ə)rɪ] (*сокр. vet*) *n* 8 ветеринар

victorious [vɪk'tɔːriəs] *a* победоносный
 victory [ˈvɪktəri] *n* 17 победа
 Victory Day День Победы
 view [vjuː] *n* 43 вид; *v* осматривать
 village [ˈvɪlɪdʒ] *n* 25 деревня; село
 visit [ˈvɪzɪt] *v* 26 посещать; *n* посещение;
 визит
 volley-ball [ˈvɒlibɔːl] *n* 35 волейбол
 voyage [ˈvɔɪdʒ] *n* 48 морское путеше-
 ствие; полет (на самолете)

W

wage(s) [ˈweɪdʒ(ɪz)] *n* 48 заработная
 плата
 wait [weɪt] *v* 18 ждать
 walk [wɔːk] *v* 18 гулять; ходить пешком;
n прогулка
 go for a walk пойти погулять
 wake [weɪk] (woke, woken) *v* 51 просы-
 паться
 wake up будить; просыпаться
 wall [wɔːl] *n* 15 стена
 want [wɒnt] *v* 12 хотеть
 war [wɔː] *n* 44 война
 wardrobe [ˈwɔːdrəʊb] *n* 19 гардероб
 warm [wɜːm] *a* 15 теплый
 was [wɒz, wəz] *см.* be
 wash [wɒʃ] *v* 18 мыться; умываться
 waste [weɪst] *a* 53 ненужный; негодный;
v расточать
 watch [wɒtʃ] *n* 16 часы (наручные); *v*
 18 следить; наблюдать
 watch TV смотреть телевизор, теле-
 передачу
 water [ˈwɔːtə] *n* 27 вода; *v* поливать
 wave [weɪv] *n* 54 волна; *v* развеяться
 way [weɪ] *n* 27 дорога, путь; способ,
 манера
 on the way home по дороге домой
 lose one's way заблудиться
 in this way таким образом
 way out 49 выход
 weak [wiːk] *a* 20 слабый
 wear [weə] (wore, worn) *v* 28 носить
 (одежду)
 weather [ˈweðə] *n* 17 погода
 Wednesday [ˈwenzdi] *n* 14 среда
 week [wiːk] *n* 12 неделя
 week-day *n* 14 будний день
 week-end *n* 14 время отдыха с субботы
 до понедельника
 weigh [weɪ] *v* 52 весить
 weight [weɪt] *n* 52 вес
 weightless *a* невесомый
 weightlessness *n* невесомость
 welcome [ˈwelkəm] *n* 19 приветствие;
v приветствовать
 well [wel] (better, best) *adv* 12 хорошо;
 как следует

well-known *a* известный
 went [went] *см.* go
 were [wəː] *см.* be
 west [west] *n* 26 запад
 westward *a* 55 направленный к западу
 wet [wet] *a* 31 сырой; мокрый
 get wet through промокнуть насквозь
 what [wɒt] *pron* 8 что; какой
 What is on? 39 Что идет?
 wheat [wiːt] *n* 37 пшеница
 wheel [wiːl] *n* 47 колесо
 when [wen] *adv, cj* 14 когда
 where [weə] *adv, cj* 12 где; куда
 which [wɪtʃ] *pron* 17 который (из), ка-
 кой
 white [waɪt] *a* 15 белый
 who [huː] *pron* 8 кто, который
 who(m) кому, кого
 whole [həʊl] *a* 40 весь, целый
 whose [hʊz] *pron* 7 чей
 why [waɪ] *adv, cj* 20 почему
 that is why 52 вот почему
 wife [waɪf] (*pl* wives) *n* 23 жена
 wild [waɪld] *a* 40 дикий
 will [wɪl] (would) *v* 29 вспомогатель-
 ный глагол для образования Future
 Indefinite
 win [wɪn] (won) *v* 35 выигрывать; по-
 беждать
 wind [waɪnd] *n* 31 ветер
 window [ˈwɪndəʊ] *n* 15 окно
 winter [ˈwɪntə] *n* 17 зима
 in winter зимой
 wish [wɪʃ] *v* 55 желать; *n* желание
 with [wɪð] *prep* 35 с, со; от; у, при
 with him с ним
 cry with joy кричать от радости
 with a knife ножом (передается
 творительным падежом)
 within [wɪˈdɪn] *prep* 43 внутри, в пре-
 делах; *adv* внутри
 without [wɪˈðaʊt] *prep* без
 wives [waɪvz] *pl* от wife
 woke [wəʊk] *см.* wake
 woken [ˈwəʊkən] *см.* wake
 woman [ˈwʊmən] (*pl* women) *n* 11 жен-
 щина
 women [ˈwɪmɪn] *pl* от woman
 wonder [ˈwʌndə] *n* 50 удивление, изум-
 ление; *v* удивляться
 wool [wʊl] *n* 43 шерсть
 word [wɜːd] *n* 15 слово
 wore [wɔː] *см.* wear
 work [wɜːk] *n* 8 работа; *v* работать
 be out of work быть без работы
 worker *n* 8 рабочий
 working people 26 трудящиеся
 world [wɜːld] *n* 26 мир; вселенная
 all over the world во всем мире
 worn [wɔːn] *см.* wear

worry ['wʌri] *v* 51 беспокоить(ся); мучить(ся)
worse [wɔ:s] *a* (сравнительная степень от bad) худший, хуже; *adv* хуже
worst [wɔ:st] *a* (превосходная степень от bad) самый худший
would [wud] *v* 13 вспомогательный глагол для образования Future in the Past
wrap [ræp] *v* 50 упаковывать; завертывать
write [raɪt] (wrote, written) *v* 9 писать
write out выписать
written ['rɪtn] *см.* write
wrong [rɔ:ŋ] *a* 36 неправильный, ошибочный
be wrong быть неправым, ошибаться
wrote [rout] *см.* write

У

yacht [jɔ:t] *n* 35 яхта; *v* плавать на яхте
yachting ['jɔ:tɪŋ] *n* яхтенный спорт
year [jɪə] *n* 17 год
A Happy New Year! С Новым годом!
yellow ['jelou] *a* 15 желтый
yellowish ['jelouɪʃ] *a* 34 желтоватый
yes [jes] *adv* 5 да
yesterday ['jestədi] *adv* 22 вчера
yet [jet] *adv* 33 всё еще; еще не; тем не менее
young [jʌŋ] *a* 11 молодой
young people молодежь
youth [ju:θ] *n* 44 юность; молодость

CONTENTS

К учащимся	3
Part One	
Вводные уроки	8
Lesson 1 (1 час)	—
Lesson 2 (1 час)	9
Lesson 3 (1 час)	—
Lesson 4 (1 час)	10
Основной курс	13
Lesson 5 (2 часа)	—
To be в утвердительной, вопросительной и отрицательной формах	
Lesson 6 (3 часа)	16
This is Pete. That is Nina.	
Lesson 7 (3 часа)	18
To have в утвердительной форме	
Lesson 8 (3 часа)	20
What is he? What are you?	
Lesson 9 (3 часа)	24
This is a pen. These are pens.	
Lesson 10 (3 часа)	27
Some, any, no, to have в вопросительной и отрицательной формах	
Lesson 11 (5 часов)	31
In the Street	34
There is . . . There are . . .	
Lesson 12 (5 часов)	36
We Learn English	38
Present Indefinite. Утвердительная форма	
Lesson 13 (6 часов)	39
Bob and Rose	42
Present Indefinite. Вопросительная и отрицательная формы	
Lesson 14 (3 часа)	45
Masha Popova	48
Повелительное наклонение	
Lesson 15 (4 часа)	49
At School	52

Lesson 16 (5 часов)	53
The Time	54
Parts of the Day	57
Lesson 17 (6 часов)	58
Seasons	63
Степени сравнения прилагательных	
Lesson 18 (6 часов)	64
Oleg's Working Day	70
Present Continuous	
Professor Panin (S. R.)	
Lesson 19 (6 часов)	72
They Live on a State Farm	77
Степени сравнения многосложных прилагательных	
Our Day (S. R.)	
Revision One (3 часа)	79
Lesson 20 (6 часов)	81
John Taylor	88
Can, may, must	
A Bunch of Red Roses (S. R.)	
Lesson 21 (3 часа)	90
About Libraries	93
Some, any, no, every и их производные	
Autumn (S. R.)	
Lesson 22 (4 часа)	94
Yura Meets Vadim	100
Past Indefinite глаголов to be, to have	
English School (Part One) (S. R.)	
Lesson 23 (4 часа)	101
Victor Couldn't Go to the Match	107
Past Indefinite модальных глаголов	
English School (Part Two) (S. R.)	
Lesson 24 (3 часа)	108
A Busy Day	111
Past Indefinite. Утвердительная, вопросительная и отрица-	
тельная формы	
Naughty Children (S. R.)	
Lesson 25 (4 часа)	112
Cities Towns. Villages	117
Either . . . or. Neither . . . nor	
Education in the USA (S. R.)	
Lesson 26 (4 часа)	118
London	122
Both . . . and . . .	
Shakespeare (S. R.)	
Lesson 27 (6 часов)	124
Means of Communication	128
The Infinitive	
Trains to London (S. R.)	
Mr. Johnson Was Late (S. R.)	
Lesson 28 (6 часов)	130
Clothes	136
'Tail' Questions	
Tom's Visit to Dick (S. R.)	

Lesson 29 (5 часов)	137
Mother's Birthday	141
Future Indefinite	
Shopping (S. R.)	
Lesson 30 (5 часов)	142
Meals	145
She Wants to Have Money of Her Own (Part One) (S. R.)	
Lesson 31 (5 часов)	147
Weather	151
Present Indefinite after <i>if, when</i>	
She Wants to Have Money of Her Own (Part Two) (S. R.)	
Lesson 32 (5 часов)	152
The British Museum	157
Present Perfect	
A Republican and a Democrat (S. R.)	
Lesson 33 (4 часа)	159
William Caxton	162
Present Perfect	
Revision Two (2 часа)	163
'Tom Brown's Schooldays' by Thomas Hughes (S. R.)	

Part Two

Lesson 34 (3 часа)	166
At School Again	169
'A Red, Red Rose' by Robert Burns (S. R.)	
Lesson 35 (6 часов)	170
Sports and Games	177
Повторение изученных времен и предлогов	
Sports and Games (S. R.)	
The 1980 Olympics (S. R.)	
100 Years of Football (S. R.)	
Lesson 36 (6 часов)	179
The State Farm in Chefirovka	186
Present Indefinite Passive	
'Those Evening Bells' by Thomas Moore (S. R.)	
Lesson 37 (9 часов)	188
Changes on the Farm	196
Past Indefinite Passive	
'Twilight' by George G. Byron (S. R.)	
London Taxi-Driver's Story (S. R.)	
Lesson 38 (5 часов)	198
Leisure	201
'Leisure' by W. H. Davies	202
To be going to . . .	
'Good Night' by Percy Bysshe Shelley (S. R.)	
Lesson 39 (3 часа)	204
The Norman Conquest of England	205
The Tower	206
'In the Garden', 'Wind on the Hill' by A. A. Milne (S. R.)	
Lesson 40 (5 часов)	207
Jack London	211
'Brown Wolf' after Jack London	—
'Spot' (I—IV) by Jack London (S. R.)	

Lesson 41 (5 часов)	213
Robin Hood	217
Past Continuous	
'Spot' (V—VII) by Jack London (S. R.)	
Lesson 42 (6 часов)	218
Great Britain	222
Past Perfect	
'Three Men in a Boat' by Jerome K. Jerome (S. R.)	
Lesson 43 (5 часов)	224
Scotland	228
The Gerund	
Wales (S. R.)	
'The Pickwick Club' (I, II) by Ch. Dickens (S. R.)	
Lesson 44 (6 часов)	229
Russian Field	235
Medicinal Plants	—
Sequence of Tenses	
'A Poem' by John Masefield (S. R.)	
'The Pickwick Club' (III, IV) by Ch. Dickens (S. R.)	
Lesson 45 (5 часов)	236
More About London	241
Past Participle	
The British Museum Library	242
'Two Gifts' by O. Henry (S. R.)	
Lesson 46 (5 часов)	243
The Five Senses (<i>a poem</i>)	246
Learning by Heart	249
Present Participle, Complex Object	
The Money-Box (S. R.)	
Revision Three (2 часа)	251
Lesson 47 (5 часов)	255
Rubber	259
Complex Object	
Plants (S. R.)	
Coal (S. R.)	
'Captain Bross' by W. W. Jacobs (S. R.)	
Lesson 48 (5 часов)	260
Charles Darwin	266
Complex Object	
Big Ben (for translation)	267
Newton (S. R.)	
George Stephenson, Michael Faraday (S. R.)	
'The Test' by W. W. Jacobs (S. R.)	
Lesson 49 (7 часов)	268
Programme for the Liberation of Mankind	272
World Youth Festivals (S. R.)	
'The Luncheon' by W. Somerset Maugham (S. R.)	
Lesson 50 (6 часов)	275
Questions in March (<i>a poem</i>)	—
Mari Curie	279
'The Adventure of My Aunt' by W. Irving (S. R.)	
'Daffodils' by W. Wordsworth (S. R.)	
Lesson 51 (8 часов)	281
A. Conan Doyle	289

	'Silver Blaze' after A. Conan Doyle	290
	'The Adventure of the Blanched Soldier' by Conan Doyle (S. R.)	
L e s s o n	52 (6 часов)	293
	Yuri Gagarin	298
	Mercury (S. R.)	
	Pioneer Pilots (S. R.)	
L e s s o n	53 (5 часов)	300
	N. K. Krupskaya About V. I. Lenin	303
	Used to	
	Different Climates, Different Soils	304
	Karl Marx in England (S. R.)	
	'For the Love of a Man' by Jack London (S. R.)	
L e s s o n	54 (6 часов)	305
	<i>Mayflower</i>	309
	Discovery of Volta (for translation)	311
	Christopher Columbus (S. R.)	
	Alone in America (S. R.)	
L e s s o n	55 (6 часов)	312
	The United States of America	315
	New York	317
	Abraham Lincoln (S. R.)	
	Misadventures (S. R.)	
R e v i s i o n	F o u r (2 часа)	319
П р и л о ж е н и е	323
	Основные правила произношения	—
	Грамматический справочник	329
	Таблица неправильных глаголов	357
	Краткие указания по переводу с английского языка на русский	358
	Англо-русский словарь	360

Учебное издание

Рогова Галина Владимировна
Рожкова Флоренция Михайловна

АНГЛИЙСКИЙ ЯЗЫК ЗА ДВА ГОДА

Учебник английского языка
для учащихся 10—11 классов средней школы,
не изучавших иностранный язык
в восьмилетней школе

Зав. редакцией *Н. Н. Кузнецова*
Редактор *Н. И. Максименко*
Редактор карт *Г. Д. Семенова*
Художник переплета *Е. А. Сумнительный*
Художественный редактор *Л. Ф. Малышева*
Технический редактор *С. Н. Терехова*
Корректоры *Л. П. Батакова, О. В. Мокрович, А. А. Семина*

ИБ № 11422

Подписано к печати с матриц 25.10.88. Формат 60×90^{1/16}. Бумага кн.-журн.
отеч. Гарнит. литературная. Печать высокая. Усл. печ. л. 24+форз. 0,25.
Усл. кр.-отт. 24,69. Уч.-изд. л. 22,94+0,34 форз. Тираж 220 000 экз. Заказ 7918.
Цена 75 коп.

Ордена Трудового Красного Знамени издательство «Просвещение»
Государственного комитета РСФСР
по делам издательств, полиграфии и книжной торговли.
129846, Москва, 3-й проезд Марьиной рощи, 41.

Отпечатано с матриц ордена Октябрьской Революции
и ордена Трудового Красного Знамени
МПО «Первой Образцовой типографии имени А. А. Жданова»
в областной типографии управления издательств, полиграфии
и книжной торговли Ивановского облисполкома,
153628, г. Иваново, ул. Типографская, 6.